

NATIONAL TRAINING BOARD / GTZ

ETD PRACTICES PROJECT PHASE 3

Field Testing of Standards Setting - Model 2



ETD

Team Members:

*Jeanne Gamble
Raymond Preiss
Lynn Hewlett*

*Pinkie Mncube
Gail Elliot
Hennie Bothma*

Annette Stones

January 1998

NATIONAL TRAINING BOARD / GTZ

ETD PRACTICES PROJECT PHASE 3

Field Testing of Standards Setting - Model 2

Team Members:

Jeanne Gamble Pinkie Mncube Annette Stones
Raymond Preiss Gail Elloit
Lynn Hewlett Hennie Bothma

January 1998

ACKNOWLEDGEMENTS

The Model 2 team wishes to thank the following people and groups:

- the National Training Board/GTZ for making Phase 3 possible;
- the ETD Practices Project staff for ongoing technical and management support;
- Transnet Training Board for the use of their facilities for workshops and meetings;
- John Tyers and Melinda van der Merwe for their special contributions and for their willingness to be used as sounding boards;
- all the staff at Transnet Training Board for their wonderful hospitality and kindness.

TABLE OF CONTENTS

Recommendations to SAQA

Guide to reading the document:..... 1

Transformation of ETD Practices: 2

Results of Field-testing of Standard Setting (model 2):

1	Analysis of ETD sub-fields	
1.1	Results.....	10
1.2	Explanation of process/method	11
2	ETD Learning Progression Pathways	
1.1	Results.....	14
1.2	Explanation of process/method	16
3.	Qualifications and Units	23
3.1	Results.....	24
3.2	Explanation of process/method	147
	Evaluation against criteria set for field-testing	153
	Recommendations to SAQA	157

Appendix A: Analysis of ETD sub-field: Higher Education and Training (HET)

Appendix B: Analysis of ETD sub-field: Schooling

Appendix C: Analysis of ETD sub-field: Occupation-directed ETD

Appendix D: Analysis of ETD sub-field: ABET and Development

RECOMMENDATIONS TO SAQA

ELEMENTS OF THE STANDARDS-SETTING PROCESS WHICH ARE VITAL FOR STANDARD-SETTING

1. Some form of broad stakeholder agreement around what constitutes **transformation and quality** in a SAQA learning field. This could range from a theoretical model through to an agreed vision. The NQF and RDP principles should be central to the envisioning process.
2. Some form of **field delineation** and agreement around major future trends in sub-fields.
3. An agreed plan which balances and defines the **involvement** and roles of an expert core team, stakeholder processes and the place of practitioners as role players.
4. A **representative and stable referent group** which is committed to standard-setting in the learning field.
5. The development of an **agreed learning progression pathway (or qualifications ladder)** for the learning field as a whole, which is internally coherent and links all the parts or sub-fields of a learning field.
6. **Qualifications** in their broadest sense, or coherent parts of qualifications, need to be spelled out and need to record all the information required by SAQA.
7. Qualifications and their composite units qualifications (the standards) need to be written so that they **reflect the agreed vision of future transformation** and are expressed in terms of **applied competence**.
8. The **relationship** between units and the qualifications to which they relate, need to be clearly stated and included in the information required by SAQA.

RECOMMENDATIONS AROUND STANDARDS WRITING

1. The group involved in the negotiations around transformation and the sub-field analyses need to be **involved** in the production of the first draft of the qualifications and their composite units – it should not be an individual effort.
2. Units should be written in the **context** of all other units that make up that particular qualification or part-qualification. This is best done as part of the group process mentioned in 1. above.

RECOMMENDATIONS AROUND THE USE OF STANDARDS

1. Qualifications and units should **serve all the purposes of standards**. They should not be task performance standards, neither should they be modules of a curriculum. They should be able to be used by all stakeholders for their respective purposes.
2. Units (standards) should primarily be used by the ETQAs as **templates** against which institutional offerings are measured for accreditation purposes.

GUIDE TO READING THE REPORT

The Model 2 standard-setting process has three stages:

- Stage 1: Analyse the ETD sub-field
- Stage 2: Decide about strategic priorities in the sub-field
- Stage 3: Develop qualifications and their composite units

This report contains the results of the field-testing of Model 2 as a standard setting model for ETD practices.

The presentation sequence is as follows:

- In the first section the **conceptual logic** of Model 2 is explained in relation to: the overall aims of the Project; the aims of Phase 3; the conceptual frameworks contained in Model 2.

Three further conceptual shifts made during Phase 3 are discussed.

- In the next three sections the **results** of the three phases of the Model 2 standard-setting process are presented under the following headings:
 - Analysis of ETD sub-fields
 - ETD Learning Progression Pathway
 - Qualifications and Units

An **explanation of process/method** is included in each section.

- This is followed by an **evaluation** of the field-test against stated criteria. These criteria, which were endorsed by the Steering Committee, are based on the conceptual logic presented in the first section.
- The final section contains a set of **recommendations** which emerged from the work done during phase 3. These recommendations relate to standard setting more broadly. We hope that they will be of use to the ETD field as well as to other SAQA learning fields.

TRANSFORMATION OF ETD PRACTICES

AIMS:

The Project's vision of transformation of ETD practices has consistently advocated an **integrated approach to education, training and development that will improve the quality of learning and broaden access** in support of the social and economic goals of the Reconstruction and Development Programme (RDP). The Project's overall goal is:

A negotiated model in terms of progression pathways, sets of unit standards and qualifications, accepted by the target groups, for developing and recognising quality ETD practices, particularly within the National Qualifications Framework (Project Planning matrix, 1995).

The specific focus of Phase 3 has been to test standard-setting models in the field. While the ultimate objective of both models' work during this phase was "*to measure the validity of the model and its processes*" (Phase 2 Report, 1997:142), it was also stated that "*the actual production of standards for a range of practitioners types and levels is the objective which is most widely expected of the Project. This will be delivered at the end of this Phase.*" (ibid). The model 2 field-test was aimed at achieving both these objectives.

MODEL 2: CONCEPTUAL FRAMEWORKS

Phase 1:

One of the key findings of the synthesis of the Phase 1 work, was that "*institutional location dominates and fragments the ETD field in South Africa*" (Phase 2 Report, 1997:34). This led to the conclusion that "*the very idea of an integrated ETD field is a future vision rather than a description of the current situation*" (Access document, 1997:9).

Phase 2:

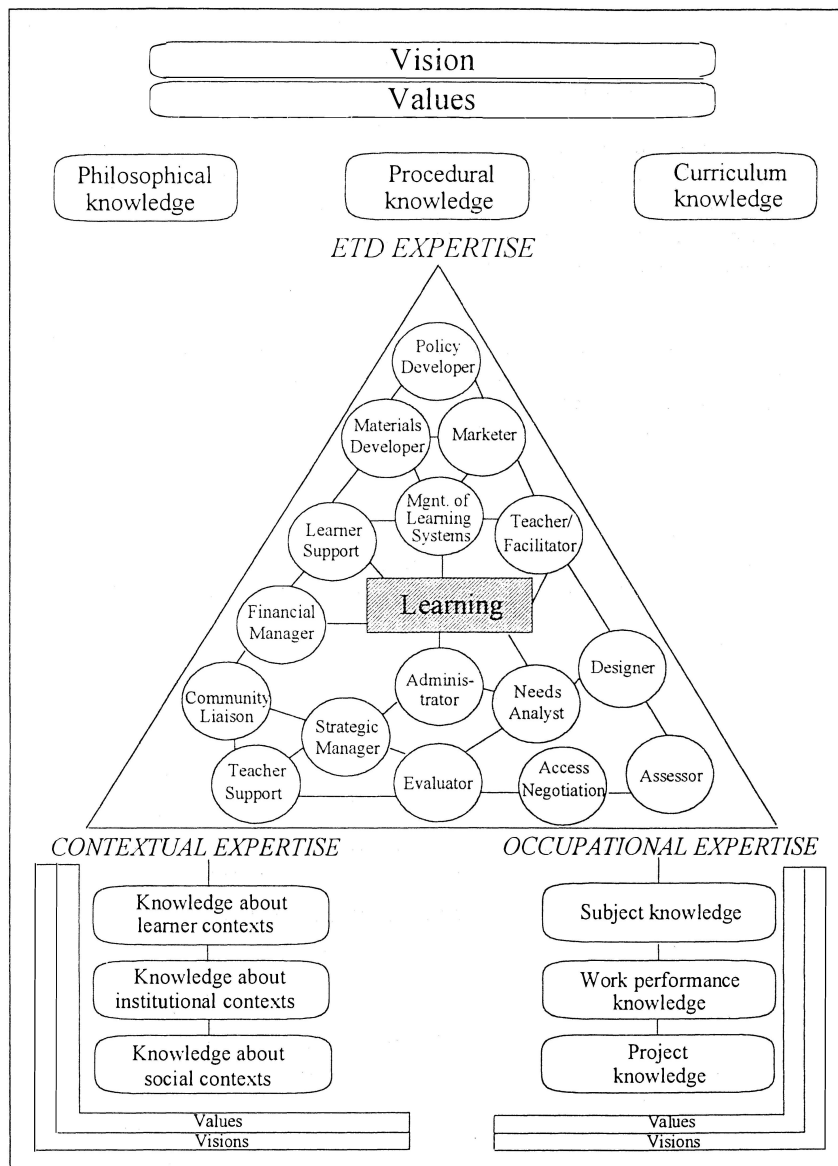
Taking this conclusion as the starting point, Model 2 argued that **a common focus on quality** should drive attempts to achieve an integrated (and transformed) ETD field. Although **quality in ETD practices** is achieved through a range of factors, of which the competence of ETD practitioners is only one, this has been the Project's main focus. **Standard-setting processes should thus aim to bring about integrated practitioner competence within an integrated ETD field.**

Four conceptual frameworks were developed as the basis or foundation for integration. These were:

1. *A Quality Framework:*

- which provides a common language for talking about indicators of quality.

The roles which ETD practitioners perform are placed within a triangle of inter-related forms of expertise - occupational, contextual and ETD (or pedagogic) expertise. The Phase 1 research showed that roles are common across sites of ETD practice, but what counts as good role performance is site-specific. It is therefore not the roles themselves, but the **interrelationship between the dimensions of expertise (displayed within the roles) that is common or generic across sites of ETD practice.**

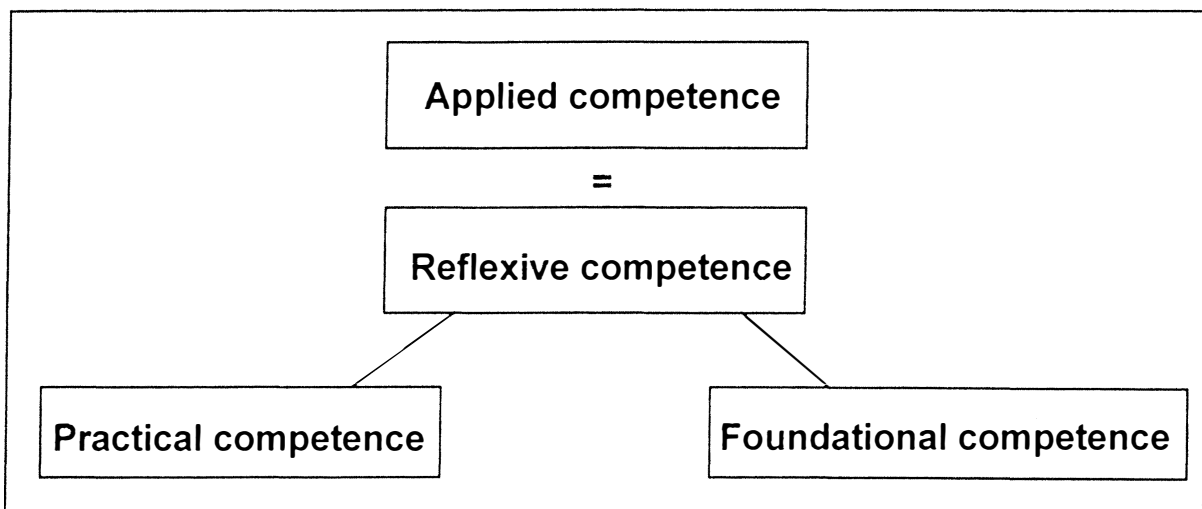


The argument put forward by the quality framework is that **quality relates to expertise**. If expertise is defined as "professional judgement and the ability to act on such judgement" (Phase 2 Report, 1997:100), then indicators of quality need to be linked to the forms of knowledge which provide the grounds or rationale for the choices, decisions or judgements that practitioners make when they perform various ETD roles.

The crucial implication of the quality framework is that quality will not be achieved by prescribing one "standard" kind of role performance which all practitioners must follow. Quality will be achieved by prescribing the "**standard**" for competence as the **inter-relationship between the three forms of expertise** required to perform ETD roles effectively and creatively within a diverse and rapidly changing society.

2. A Qualifications Framework:

- which provides a common language for different parts of the field to talk about the form of qualifications



This way of expressing competence builds on the argument put forward in the quality framework. In order to move away from the old mental/manual divide, qualifications **and** their composite units should be written in a way that expresses applied competence as an integrated capability. **Applied competence, at both qualification and unit level, should be seen as the "standard" that will transform practice.**

Model 2 also proposed that qualifications should be developed holistically. They should not be seen as the end-point of a credit accumulation process. **At qualification level the "standard" lies both in the combination of units that make up the qualification (as derived from the quality framework) and in the connective relationship between practical, foundational and reflexive competence - expressed as "exit level outcomes" for the qualification and as "critical and specific outcomes" for the unit.**

The overall recommendation was that “*whole qualifications be developed round expressed purposes, with unit combinations that reflect the purpose of the qualification and meet the rules of combination prescribed by SAQA*” (Access Document, 1997:30).

3. A Framework for Field Delineation:

- which refers to the way in which a field is defined or organised

The main proposal here was that by taking stakeholders through a process which explored both the similarities and the differences between their part of the field and others, no part of the field would be able to define itself as completely different from others. Common ground would emerge which would provide the basis for common qualifications. In this way articulation between different parts of the field (or sub-fields) may be built and new sub-fields may emerge as areas of commonality are identified.

Model 2 proposed that possibilities for articulation and progression across different parts of the ETD field, should be tested through the following provisional field delineation:

- Sub-field: *Higher Education and Training (HET)*, where the purpose is the development of academic and professional expertise.
- Sub-field: *Occupationally-directed ETD*, where the purpose is to prepare people for specific occupations or jobs.
- Sub-field: *Schooling*, which has the general formative development of young people as its purpose.
- Sub-field: *Adult Education and Development*, which has the general formative development of adults as its purpose.

4. A Framework for standards-writing:

- which refers to the way in which standards should be written to be acceptable to all stakeholders.

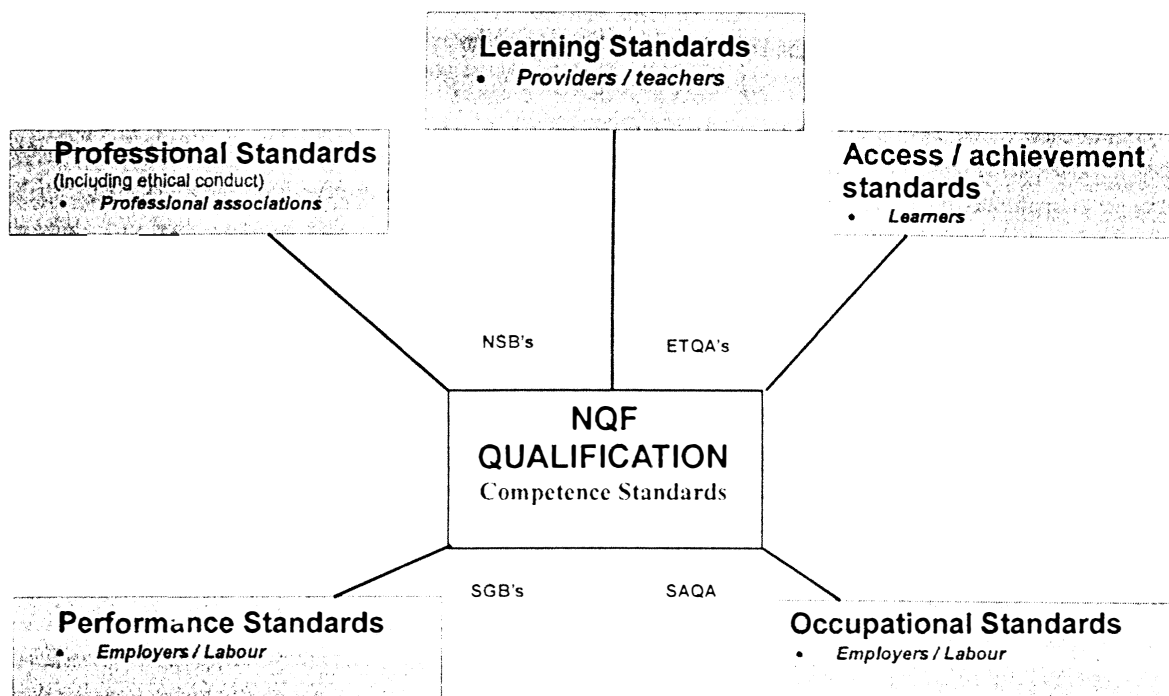
During Phase 2 various ways of writing standards, which are being used both locally and internationally, were examined for their strengths and limitations. Most of the current forms of standards-writing were found to produce task-based standards that originate from a functional analysis of occupational performance.

On the basis of this finding Model 2 recommended that *"outcomes need to be written broadly rather than specified narrowly; that assessment needs to happen through both criterion-referencing and the exercise of judgement about what counts as evidence of successful performance"* (Access Document, 1997:29). This recommendation accommodated site-specificity and provided for a more open-ended approach to assessment than that found in other models.

PHASE 3:

During Phase 3 two further conceptual shifts were made that informed **standards-writing**. The first resulted from the question: "Why is there such contestation about what counts as a standard?"

The answer lay in the different purposes of standards as illustrated by the following diagramme:



While the argument all along has been that it is competence standards that should be registered on the NQF, stakeholders have differing versions of what they mean by "competence standards". When we considered what competence might mean to different stakeholders, it became clear that stakeholders want standards to be developed to suit **a range of different purposes**. Most standard-setting initiatives conflate these purposes. They adopt a format that serves - at best - two of these purposes. The standard-setting format proposed by SAQA, has the same limitation. It serves the purposes of some but not all stakeholders - hence the contestation which is currently being experienced.

The distinction drawn in *Ways of Seeing the National Qualifications Framework* (HSRC, 1995:41-51) between "expert performance and "learning to perform competently", recognises this contestation. In relation to the above diagramme the contestation works itself out in the following ways:

The proposed SAQA format suits the purposes of performance standards, occupational standards and access to or achievement of job or occupational performances (please refer to the diagramme above). As these kinds of standards are task-based, they favour an exact and explicit statement of the elements of performance and their related performance/assessment criteria.

The proposed SAQA format does not, however, suit the purposes of professional standards, learning standards or access to and achievement of learning standards (please refer to the diagramme above). Here the requirement is for a broader more holistic and more value-orientated formulation, which takes personal qualities or characteristics into account and allows for a wide and creative variety of performances to be accepted as evidence of outcomes.

This is not to say that SAQA has not attempted to serve all purposes. Some of the categories proposed in the unit standard have been changed from those found in international equivalents. "Elements" have become "outcomes" and "performance criteria" have become "assessment criteria". However, the ways in which the SAQA categories are being used, have not changed substantially from what is being done in other countries. The contestation which is occurring elsewhere (especially from the formal education sectors, such as Higher Education and Schooling), will therefore repeat itself in South Africa - as is already happening.

The implication of the above conceptualisation of the purposes of standards is that a way of writing standards needs to be developed that can serve all purposes. Units of qualification should not be a sequential map of an occupational job description, but neither should units of qualification be modules in a learning programme or curriculum. Units of qualification need to serve a range of purposes. Those who write standards need to be aware that - even though they may only be interested in one particular purpose - the units of qualification that are registered on the NQF, will have to serve all the other purposes as well.

The **second conceptual shift** arose from the first. Once we understood the different purposes or uses of standards, we re-examined our categories of practical, foundational and reflexive competence to see if they related to all these purposes. We made one crucial change. The initial formulation had defined the three competences as:

- Practical competence: the demonstrated ability to perform a set of tasks:

- Foundational competence: the demonstrated understanding of what we or others are doing and why;
- Reflexive competence: the demonstrated ability to integrate or connect our performances with our understanding of those performances so that we learn from our actions and are able to adapt to changes and unforeseen circumstances.

We realised that practical competence should be expressed in a different way - not as the ability to perform a task but as the **ability to make the underlying decisions and judgements on which task performance rests.**¹ This formulation foregrounds **problem-solving** as a critical learning outcome.

The logic behind this change is that **decision-making** provides a "deeper" description of competence than that which results from a sequential description of the required performances. Whether practitioners are aware of making these decisions or not, they are always present 'beneath the surface' as the crucial "shaper" of performance.

Having identified "decision-making" as the most suitable marker of practical competence, a **third conceptual shift** was made. In order to capture the requirements for **flexibility** and **creativity** the definition of practical competence was broadened to:

Practical competence: the demonstrated ability to identify options and possibilities and make decisions about practice.

This change in definition will impact on standard-setting in various ways.

Those who are concerned with **performance**, will start with accurate performance descriptions, but then they have to go further to think about the kinds of decisions that underpin the desired performance, in order to identify the underlying "practical competence". The more standard-setters think about what competence means, the richer their descriptions of competence will become.

"Decision-making" is one of the criteria applied in most job grading systems, so this way of describing performance has the potential of facilitating decisions about the range and complexity of a jobs/occupations. It will also facilitate the grouping or ranking of types of jobs/occupations.

Those who are concerned with **learning**, will start with learning programme/curriculum development. Currently many curriculum developers (especially those with an educational focus), concentrate on "content" - or **what** they should teach. They often do not consider the kind of expertise that will be required of their learners when they enter the labour market. This

¹ When we presented this at the Plenary in November 1997, there was some resistance to the notion of "judgement" as it was felt that it could be too subjective. We have not changed our stance on "decisions and judgements", but we decided to use only the term "decision" in order to avoid such criticism.

may be because they are not familiar with the requirements of the labour market, or because they choose not to link their teaching so directly to what learners must be able to do in jobs.

In an NQF dispensation they will need to examine the registered units of a qualification before they design curricula. Descriptions of applied competence which are not so directly linked to job performance will allow them to retain "curricular autonomy", while at the same time providing a perspective on the kind of decision-making capacities that their teaching should produce in learners.

The Model 2 team is convinced that standard setting that uses applied competence (including practical competence as re-defined above), as the indicator of quality, is able to serve all the purposes of standards, without privileging one purpose over the other.

RESULTS OF FIELD-TESTING OF STANDARD SETTING (MODEL 2):

1. ANALYSIS OF ETD SUB-FIELDS

1.1 RESULTS

Four ETD sub-field analyses were undertaken. They are:

- Sub-field: *Higher Education and Training (HET)*, where the purpose is the development of academic and professional expertise.
- Sub-field: *Occupationally-directed ETD*, where the purpose is to prepare people for specific occupations or jobs.
- Sub-field: *Schooling*, which has the general formative development of young people as its purpose.
- Sub-field*: *ABET (Adult Basic Education and Training) and Development*, which has the general formative development of adults as its purpose.

* *Please note:* The name of this sub-field was changed from *Adult Education*, which was found to be a broader category of educational work relating to more than one sub-field, to the more specific *ABET (Adult Basic Education and Training)*.

The four sub-field analyses are not included in this section. They are attached as appendices.

Given that readers will initially be interested in the sub-field analysis relating to their particular sub-field, we left the choice open. In order to follow the logic of the Model 2 standard-setting process, it is, however, important to start with field analysis. The future-orientated needs, priorities and requirements of each sub-field need to be centrally in focus throughout the standard-setting process. They act as frames of reference and allow for continual cross-validation.

Readers should select and read at least one relevant sub-field analysis before proceeding to the ETD Learning Progression Pathway, qualifications and units.

It needs to be stated clearly, that this sub-field delineation is **provisional**. Model 2 required some form of delineation in order to accommodate the diverse findings of the foundational field research in Phase 1. This delineation is by no means intended to pre-empt the work of the National Standards Body (NSB) on ETD. In the later evaluation section, conclusions will be presented on the validity of this sub-field delineation.

1.2 EXPLANATION OF PROCESS / METHOD

Field analysis is a **guided process** in which stakeholders in a sub-field are required to develop a detailed description of the current and likely future of the sub-field. The analysis asks questions about:

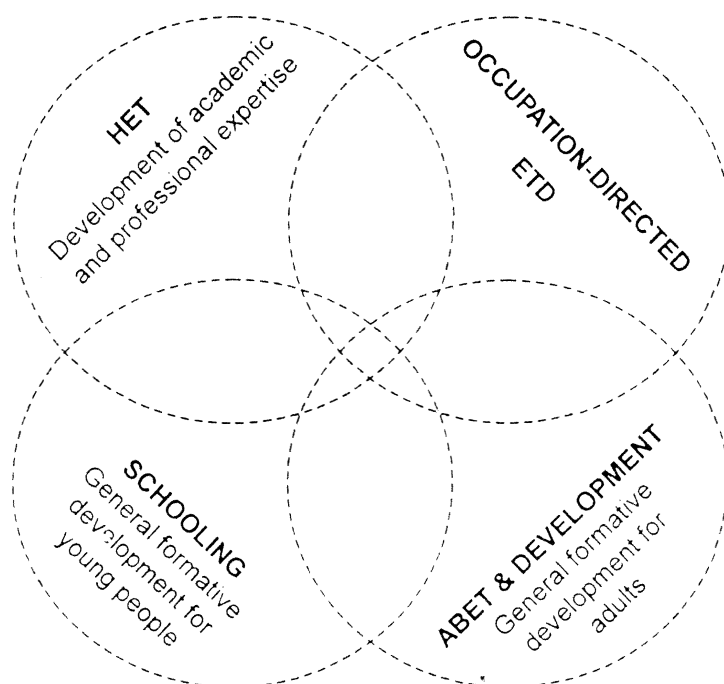
- current and future knowledge bases in the sub-field;
- current and future forms of practice;
- existing progression patterns, qualification and learning pathways;
- other issues, problems and dynamics.

The analysis is intended to be **generative**, in other words it should provide the opportunity for stakeholders to look beyond what exists to the possibilities of might exist. This is where **transformative** thinking should begin to happen. Stakeholders need to examine and envisage their sub-field against the backdrop of the NQF and RDP principles.

Field analysis provides the **focus for strategic decisions about equity, quality and impact**.

Decisions needed to be made about sub-field delineation before field analysis could proceed. Model 2 decided on the provisional sub-field delineation presented above, in recognition of differences in the purpose (or WHY) of different sites of ETD practice.

The following diagramme, however, shows that these sub-fields are not self-contained. They overlap in significant ways. The indication of boundaries as broken rather than solid lines, is also intended to show that current demarcations are in a state of flux.



The following **delineation problems** were encountered:

- While **schooling** has traditionally encompassed the *general formative development of young people* from ages 0 - 18 (or matric), this form of ETD provision has now been split across two NQF bands. The introduction of a Further Education and Training (FET) band on the NQF has placed senior secondary schooling (grades 10-12, or Stds 8-10) in the FET band where it must articulate with other forms of FET provision for adults. Schooling for the age group 6-15 falls in the General Education and Training (GET) band.

The preparation of school teachers takes place predominantly in the *HET* sector, so proposed qualifications and units for school teachers affect HET. However, the field analysis in which these qualifications had to be grounded had to come from Schooling itself and not from HET.

The Phase 1 foundational research had concentrated on senior secondary schooling (FET provision) only - so very little base data existed in the Project about the Schooling sub-field as a whole.

- **Early Childhood Development** (ECD) has in the past been divided into groupings associated with the formal schooling sector and groupings associated with the non-formal, non-governmental sector. ECD was therefore to be considered in two sub-fields, i.e. in *Schooling* and in *ABET and Development*.
- There is a wide range of **ABET** providers: the Department of Education night schools and adult education centres; NGOs and church groups; workplaces and latterly newly-established community colleges. It was thus difficult to know in which sub-field to locate ABET, without fragmenting it beyond recognition. The name of one sub-field was consequently changed to 'ABET and Development'. The logic used was that - regardless of its location - ABET relates to the purpose of the '*general formative development of adults*'. The **ABET and Development sub-field** therefore overlaps with both the *Schooling* sub-field and the *occupationally-directed* sub-field. It also overlaps with the *HET* sub-field in relation to the provision of learning programmes for ABET teachers and trainers, community workers and trade unionists.
- The **occupationally-directed sub-field** covers a wide range of provision and stretches across all three bands of the National Qualifications Framework (NQF). The sub-field analysis focused on Further Education and Training (FET), so it overlaps with the *Schooling* sub-field in relation to senior secondary schooling - particularly vocational and technical provision in schools. It includes NGOs with a specifically occupational focus, so it overlaps with the *ABET and Development* sub-field. It includes professional education and training offered by universities and technikons, so it overlaps with the *HET* sub-field.
- The **Higher Education and Training** (HET) sub-field focused mainly on technikons and universities, but it also considered colleges, especially colleges of education. It overlaps with the *occupationally-directed sub-field* in the area of professional and vocational

education and training and in its adult education provision for workplace trainers: it overlaps with the *Schooling* sub-field in the provision of learning programmes for teacher educators: and it overlaps with the *ABET and Development sub-field* in its adult education provision for ABET teachers, community workers and trade unionists.

- ETD for **disabled people or people with special needs** was integrated in all four sub-field analyses. The logic here was that this form of ETD provision occurs in all sub-fields and it should not be treated separately - which tends to lead to marginalisation.
- Although no substantial data exists in the Project about **distance education** as a methodology, it was identified as a growth area in most of the Phase 1 reports. This form of provision was therefore considered in all sub-fields.

The above delineation problems should not be interpreted as a question mark on the usefulness of sub-field delineation. **The sub-field analyses played a crucial role in the standard-setting process.** The following **positive features** were identified:

1. Provisional sub-field delineation highlighted overlaps and tensions between potential sub-fields and showed the **complexity of the field**.
2. The sub-field analyses ensured that **no one part of the ETD field could attain dominance over others**. All parts of the potential ETD field were equally represented. Development facilitators studied all the sub-field analyses before embarking on a joint process of standard-setting and those responsible for the initial drafts, made sure that the needs, priorities and dynamics of each sub-field were heard and considered.
3. The presence of all parts of the field forced the team to confront the issues of **articulation, transferability and portability** and to consider where it was possible or impossible.
4. Above all, the future-orientation of the sub-field analysis forced us **to define what a transformed ETD field should look like**. The NQF and RDP principles within which Model 2 is grounded, provided the criteria for transformation and placed **quality, equality, access and redress** foremost in our minds.

The Model 2 team is convinced that **no SAQA learning field should embark upon standard-setting without undertaking a thorough analysis of their field**, to establish both its current condition and its future orientation.

The **process** planned for the sub-field analyses was that a first draft would be produced by identified development facilitators. These would be distributed to stakeholders as well as to national and international referees for comment and corroboration.

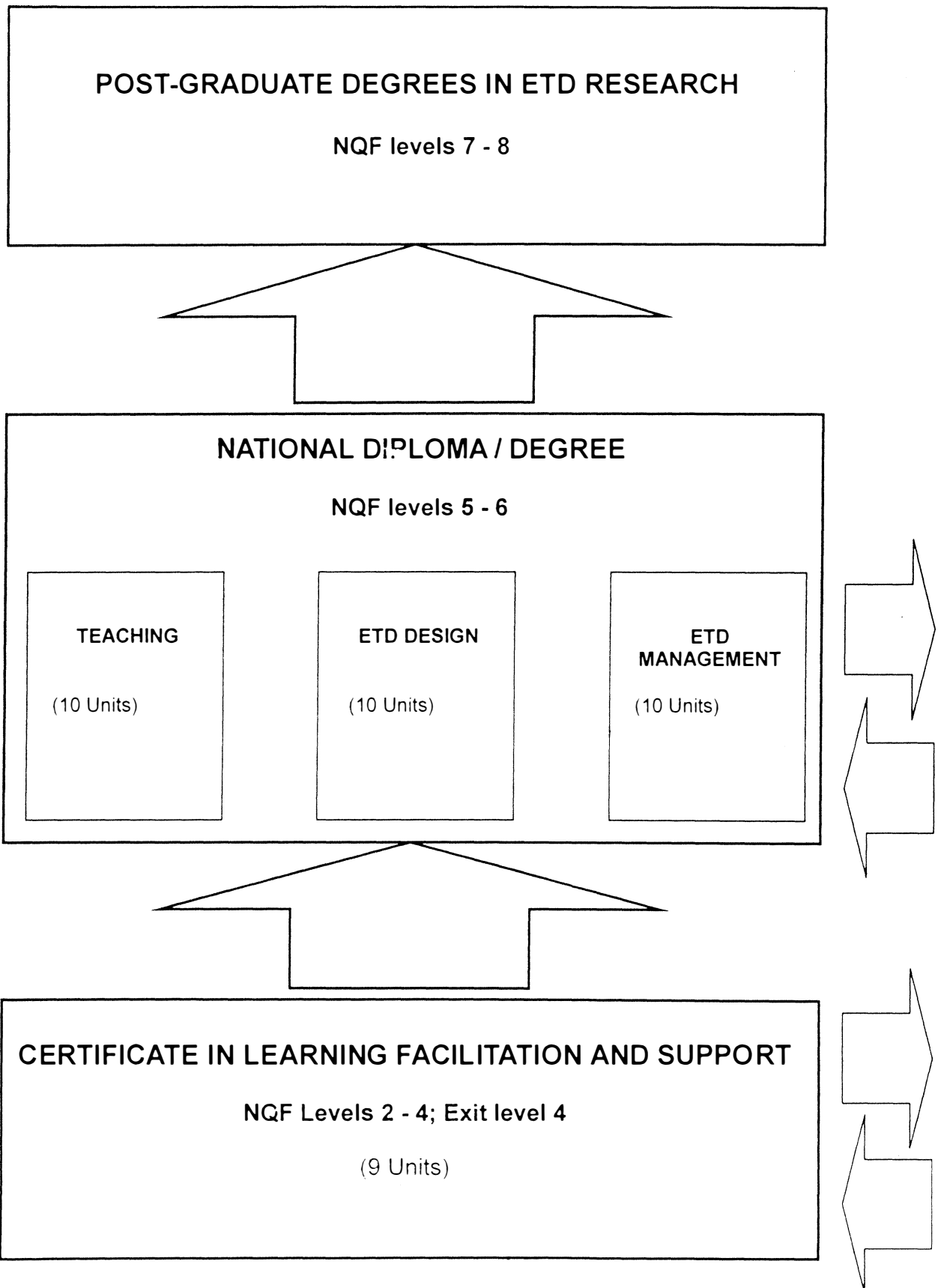
Although some feedback was received, this way of proceeding did not prove satisfactory. As "field analysis corroboration" is one of the evaluation criteria, this issue will be discussed more fully in a later section.

2. ETD LEARNING PROGRESSION PATHWAY

2.1 RESULTS

Please note: the Phase 2 Report refers to a 'qualifications ladder' for each sub-field (Phase 2 Report, 1997:128). When this was presented to Plenary members there was resistance to the idea of a "ladder". There was also a perception only full qualifications would represent progression. The term was therefore dropped and replaced with "learning progression pathway", which is more consistent with the aims of the Project.

**LEARNING PROGRESSION PATHWAY FOR ALL SUB-FIELDS IN
EDUCATION TRAINING AND DEVELOPMENT**



2.2 EXPLANATION OF PROCESS/METHOD

2.2.1 LEVELS OF COMPETENCE

The learning progression pathway for all ETD sub-fields was developed from the proposed learning pathways in each of the sub-fields. Model 2 has consistently argued that a SAQA learning field should be internally coherent. In other words, a learning field should not allow a proliferation of unrelated qualifications and units, which represent different stakeholders interests. Qualifications and units should - first and foremost - be mechanisms for qualitative transformation and integration of the learning field.

The integrated learning progression pathway presented above, consists of three levels or bands of ETD competence¹:

CERTIFICATE LEVEL:

The qualification at this level provides **entry** to the ETD field and/or entry to a professional career path for those already in ETD practice, but without recognised/formal qualifications. It caters for whole-job and part-job practitioners, especially in the 'Occupationally-directed' and 'ABET and Development' sub-fields, where many practitioners do ETD work as part of their jobs.

The qualification conforms to the SAQA credit specifications in the Fundamental Learning category (SAQA Draft Regulations, 1997:50)

DIPLOMA / DEGREE LEVEL:

There are three ETD qualifications at this level. Each relates to a specialised form of practice and caters for practitioners in full-time ETD practice.

It is important to note that there is no level distinction between the qualifications. The logic here is that **learning progression pathways should not replicate hierarchical occupational structures**. There should be no level or status distinction between the three forms of practice. Traditionally ETD practitioners started with teaching and design and then moved to management. It is however, increasingly the case that specialisation happens at an early career stage. In order to ensure that all three forms of practice are grounded in ETD, the SAQA category of Foundational Learning was used in a particular way. (This will be explained later.)

¹The original NTB Working Committee 3 proposed core competence at a basic, intermediate and advanced level.

POST-GRADUATE DEGREE LEVEL:

At this level the qualification specialises in **ETD research and analysis**. Candidates can obtain this qualification at Masters or at Doctoral level.

Research and analysis are crucial for broadening and deepening ETD practice, as well as for the production of new knowledge in the ETD field.

2.2.2 COMPOSITION OF ETD QUALIFICATIONS:

The SAQA learning categories have been used as the framework for the composition of a qualification. Each qualification is divided into the three learning categories specified by SAQA. They are:

- * FUNDAMENTAL learning
- * CORE learning
- * ELECTIVE learning

Although SAQA specifies more flexible rules of combination in terms of credits for Fundamental, Core and Elective learning at NQF levels 5 to 8 than for levels 1 to 4, the same rules of combination has been used for all ETD qualifications between levels 2 and 6.

In the diagramme below, the composition of the qualifications at NQF level 5-6 are explained in relation to these categories.

FOUNDATIONAL learning	CORE learning	ELECTIVE learning
<p>represents the interrelationship between the 3 forms of expertise in the ETD quality framework:</p> <ul style="list-style-type: none"> • Occupational Expertise • Contextual Expertise • ETD Expertise <p>There are 3 units, one for each form of expertise.</p> <p>The 3 units are COMPULSORY for all ETD qualifications at this level.</p>	<p>represents the 3 major forms of practice in ETD:</p> <ul style="list-style-type: none"> • Teaching (T) • ETD Design (D) • ETD Management (M) <p>There are 3 core blocks, each with 6 compulsory units. The inter-relationship between T, D and M is reflected in each core block.</p> <p>Candidates will ELECT ONE CORE BLOCK.</p>	<p>represents the different contexts of ETD:</p> <ul style="list-style-type: none"> • HET • Schooling • Occupationally - directed ETD • ABET and Development <p>There is one unit for each ETD sub-field.</p> <p>Candidates will ELECT ONE unit.</p>

There are three ETD qualifications at levels 5-6. They are:

- An ETD qualification specialising in TEACHING
- An ETD qualification specialising in ETD DESIGN
- An ETD qualification specialising in ETD MANAGEMENT

The three qualifications have equal standing. TEACHING runs parallel to ETD DESIGN and both of these run parallel to ETD MANAGEMENT. The learning progression pathway **does not** follow the current occupational hierarchy, which poses Teaching as lesser (or of lower status) than Design or Management (which is always at the top).

- Each ETD qualification at level 5-6 consists of **10 units**.
- The 3 units in the FOUNDATIONAL category are **common** to all three qualifications. They are:
 - Unit 1: Learning (ETD expertise)
 - Unit 2: Learners (Contextual expertise)
 - Unit 3: What is to be learnt (Occupational expertise)

The *integrative* relationship between ETD, Contextual and Occupational expertise required by the Model 2 Quality Framework is the **foundational competence of all ETD practitioners**.

- In the CORE category there are three specialisation electives:
 - a TEACHING specialisation;
 - an ETD DESIGN specialisation;
 - an ETD MANAGEMENT specialisation.

Each specialisation elective contains 6 units of qualification which are **common across two or all three of the specialisation electives**. This allows for *coherence and flexibility, as well as portability*. Further learning in any specialisation can build on what has already been achieved in a previously acquired specialisation .

- In the ELECTIVE category there are 4 units of which **one must be elected, according to the sub-field of ETD practice**. The elective units are:
 - Contextual Understanding in the ETD sub-field of SCHOOLING
 - Contextual Understanding in the ETD sub-field of OCCUPATION-DIRECTED ETD
 - Contextual Understanding in the ETD sub-field of HIGHER EDUCATION AND TRAINING
 - Contextual Understanding in the ETD sub-field of ABET AND DEVELOPMENT

The following diagramme shows the unit combinations in schematic form. This diagramme will be repeated at the start of each qualification. Each time the unit titles for the particular qualification will be shaded in a darker colour.

TEACHING QUALIFICATION LEVELS 5 - 6

FUNDAMENTAL	CORE	ELECTIVE
	TEACHING	
UNIT 1	UNIT 4	UNIT 16
UNIT 2	UNIT 5	OR
UNIT 3	UNIT 6	UNIT 17
	ETD DESIGN	OR
	UNIT 7	UNIT 18
	UNIT 8	OR
	UNIT 9	UNIT 19
	UNIT 10	
	UNIT 11	
	ETD MANAGEMENT	
	UNIT 12	
	UNIT 13	
	UNIT 14	
	UNIT 15	

2.2.3 RULES OF COMBINATION AT QUALIFICATION LEVEL

- The FUNDAMENTAL category is compulsory for ALL qualification. in ALL sub-fields. If practitioners qualify in one sub-field and then wish to qualify in another sub-field, they get credit for the common FUNDAMENTAL units.
- In the CORE category a choice needs to be made in terms of Teaching, ETD Design or ETD Management as the chosen specialisation. If practitioners qualify in one specialisation and then wish to qualify in another specialisation, they get credit for the CORE units which are common across the two specialisations.
- In the ELECTIVE category a sub-field choice needs to be made. If practitioners qualify in a CORE specialisation in one sub-field and then wish to practise this core in another sub-field, they need to gain credit for 'Contextual Understanding' in the new sub-field. This means that practitioners can move from one sub-field to another by gaining credit for the unit on 'Contextual Understanding' in the new sub-field.

2.2.4 POSSIBILITIES FOR PROGRESSION, ARTICULATION AND PORTABILITY

When the above rules of combination are applied the following ETD qualifications become possible:

- With TEACHING as the CORE elective:
 - An ETD qualification in TEACHING in the SCHOOLING sub-field.
 - An ETD qualification in TEACHING in the OCCUPATION-DIRECTED sub-field.
 - An ETD qualification in TEACHING in the HIGHER EDUCATION AND TRAINING sub-field.
 - An ETD qualification in TEACHING in the ABET AND DEVELOPMENT sub-field.
- With TEACHING as the CORE elective and credits for CONTEXTUAL UNDERSTANDING IN MORE THAN ONE SUB-FIELD:
 - An ETD qualification in TEACHING across two, three or four sub-fields.
- With ETD DESIGN as the CORE elective:
 - An ETD qualification in ETD DESIGN in the SCHOOLING sub-field.
 - An ETD qualification in ETD DESIGN in the OCCUPATION-DIRECTED sub-field.

- An ETD qualification in ETD DESIGN in the HIGHER EDUCATION AND TRAINING sub-field.
- An ETD qualification in ETD DESIGN in the ABET AND DEVELOPMENT sub-field.
- With ETD DESIGN as the CORE elective and credits for CONTEXTUAL UNDERSTANDING IN MORE THAN ONE SUB-FIELD:
 - An ETD qualification in ETD DESIGN across two, three or four sub-fields.
- With ETD MANAGEMENT as the CORE elective:
- An ETD qualification in ETD MANAGEMENT in the SCHOOLING sub-field.
 - An ETD qualification in ETD MANAGEMENT in the OCCUPATION-DIRECTED sub-field.
 - An ETD qualification in ETD MANAGEMENT in the HIGHER EDUCATION AND TRAINING sub-field.
 - An ETD qualification in ETD MANAGEMENT in the ABET AND DEVELOPMENT sub-field.
- With ETD MANAGEMENT as the CORE elective and credits for CONTEXTUAL UNDERSTANDING IN MORE THAN ONE SUB-FIELD:
 - An ETD qualification in ETD MANAGEMENT across two, three of four sub-fields.

Further qualification combinations also become possible as practitioners acquire credits for additional units across the three CORE specialisations:

- A practitioner could start with one CORE specialisation and then gain credit for the additional units in a second and third specialisation within one sub-field.
 - An ETD qualification in TEACHING, ETD DESIGN and ETD MANAGEMENT in the SCHOOLING sub-field.
 - An ETD qualification in TEACHING, ETD DESIGN and ETD MANAGEMENT in the OCCUPATION-DIRECTED sub-field.
 - An ETD qualification in TEACHING, ETD DESIGN and ETD MANAGEMENT in the HIGHER EDUCATION AND TRAINING sub-field.
 - An ETD qualification in TEACHING, ETD DESIGN and ETD MANAGEMENT in the ABET AND DEVELOPMENT sub-field.

- A practitioner could then continue to gain credits for CONTEXTUAL UNDERSTANDING in more than one sub-field and eventually qualify with:
 - An ETD qualification in TEACHING, FTD DESIGN and ETD MANAGEMENT across two, three of four sub-fields.

While the above qualification possibilities may seem overwhelming at first glance, they illustrate the range of HORIZONTAL learning progression pathways which promote life-long learning on the NQF. As practitioners move across specialisations and across sub-fields they increase their capacity for integrative competence.

It is very important to note the following:

1. **the focus on full qualifications does not preclude practitioners from seeking credit for only one unit at a time.**
2. **the focus on full qualifications does not mean that providers of learning programmes must provide for all the units in the qualification.** They need to specify which units are covered by their learning programme or curriculum. They also need to ensure that their assessment and moderation practices meet the criteria stated at qualification level.

3. QUALIFICATIONS AND UNITS

This section of the Report presents the proposed ETD qualifications at three levels, with their related qualifications, compulsory and elective units.

The section is arranged as follows:

- Map of qualification and units at a particular NQF level;
- Specification of the qualification(s) at the particular NQF level, including range statements, outcomes, assessment and moderation/accreditation criteria;
- Specification of the compulsory and elective units in respect of each SAQA stipulated category of learning as related to each qualification.

Please note that these specifications have not been finalised. They were developed by different team members and there was not enough time for cross referencing, editing and reworking.

The criteria for qualification and unit standards contained in the SAQA Regulations are reproduced below. These provide the regulatory framework within which formats for qualifications and units were developed by the Model 2 team.

SAQA REQUIREMENTS

1. **Credits and Qualifications:** A total of 120 (one hundred and twenty) or more credits shall be required normally for registration at levels 1 to 8, with a minimum of 72 (seventy-two) credits being obtained at or above the level at which the qualification is registered.
2. **Types, levels and titles of Qualifications:** The type and level of qualification shall be determined on the basis of the total number and levels of credits required in accordance with the following criteria:
 - 2.1. National Certificate: A minimum of 120 (one hundred and twenty) credits with 72 (seventy-two) credits at or above the level at which the certificate is registered. ...
 - 2.2. National First Diploma: A minimum of 240 (two hundred and forty) credits, of which a minimum of 72 (seventy-two) shall be at level 5 or above on the NQF.
 - 2.3. National First Degree: A minimum of 360 (three hundred and sixty) credits of which a minimum of 72 (seventy-two) shall be at level 6 or above on the NQF.
 - 2.4. Titles of Qualifications: Qualifications shall be distinguished by type, NQF level, number of credits and title. The title should describe the primary purpose of the qualification.
3. **Fundamental, Core and Elective learning for National Certificates at NQF levels 1 to 4:** An adequate level of applied competence acquired through general and further education and training shall be ensured at these levels. For this reason the following criteria apply:

3.1. Credits: The minimum of 72 (seventy-two) credits required at or above the level at which the certificate is awarded, shall be divided into the following categories:

3.1.1. Fundamental learning

A minimum of 20 (twenty) credits from the field of Communication Studies and Language, and in addition:

A minimum of 16 (sixteen) credits from the sub-field of Mathematics (which includes numeracy) in the case of certificates at level 1, or

A minimum of 16 (sixteen) credits from the field of Physical, Mathematical, Computer and Life Sciences in the case of certificates at levels 2 to 4.

3.1.2. Core and Elective learning

A minimum of 36 (thirty-six) credits which shall be divided between the Core and Elective categories, with each qualification specifying the distribution of credits required in these categories; provided that the range of additional credits shall be broad enough to enable learners to pursue some of their own learning interests.

3.2. Integrated assessment shall be incorporated appropriately to ensure that the purpose(s) of the qualification is achieved. Such assessment shall use a range of formative and summative assessment methods such as portfolios, simulations, in situ work-place assessments, written and oral examinations.

4. Fundamental, Core and Elective learning for Qualifications at NQF levels 5 to 8:

More flexible rules of combination in terms of credits for Fundamental, Core and Elective learning may be applied at these levels....

3.1 RESULT

The five qualifications on the ETD Progression Pathway are presented below in the following order:

- National Certificate in Learning Facilitation
- National Diploma / Degree in:
 - Teaching
 - ETD Design
 - ETD Management
- Post-graduate Degrees in ETD Research

All the units in each qualification have not been fully developed. The objective was to test the standard setting process rather than to present a complete qualification package.

NATIONAL CERTIFICATE IN LEARNING FACILITATION AT NQF LEVELS 2-4

FUNDAMENTAL	CORE	ELECTIVE
<div style="border: 1px solid black; padding: 2px; margin-bottom: 10px; text-align: center;">UNIT 1: FACILITATION OF LEARNING</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 10px; text-align: center;">UNIT 2: COMMUNICATION / LANGUAGE</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 10px; text-align: center;">UNIT 3: COMPUTER SCIENCE, MATHEMATICS, LIFE SCIENCE OR PHYSICAL SCIENCE</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">UNIT 4: WHAT IS TO BE LEARNT (Occup Expertise)</div>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 10px; text-align: center;">UNIT 5: LEARNING PROGRAMME PLANNING PREPARATION AND EVALUATION</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 10px; text-align: center;">UNIT 6: MANAGEMENT OF LEARNING</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 10px; text-align: center;">UNIT 7: TEACHING & TUTOR DEVELOPMENT</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">UNIT 8: LEARNER MENTORING AND SUPPORT</div>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 10px; text-align: center;">UNIT 9: CONTEXTUAL UNDERSTANDING (Schooling)</div> <p style="text-align: center; font-weight: bold;">OR</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 10px; text-align: center;">UNIT 10: CONTEXTUAL UNDERSTANDING (Occupation directed ETD)</div> <p style="text-align: center; font-weight: bold;">OR</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 10px; text-align: center;">UNIT 11: CONTEXTUAL UNDERSTANDING (Higher Education & Training)</div> <p style="text-align: center; font-weight: bold;">OR</p> <div style="border: 1px solid black; padding: 2px; text-align: center;">UNIT 12: CONTEXTUAL UNDERSTANDING (ABET & Development)</div>

**EDUCATION TRAINING AND DEVELOPMENT
NATIONAL CERTIFICATE IN LEARNING FACILITATION AND
SUPPORT**

NQF LEVELS 2 — 4; EXIT LEVEL 4

Purpose:

To provide access to the ETD Learning Progression Pathway for Practitioners who do not already hold a level 4 qualification.

Learning assumed to be in place:

NQF level 1, General Education and Training Certificate OR RPL equivalent.

Range statement:

This certificate is aimed at tutors, facilitators, trainers and educators who wish to gain credentials for applied competence in learning facilitation and support. They could be ETD practitioners entering the ETD field; trainers, volunteers, tutors or development workers with experience but no formal qualifications. ETD may not be their whole job but an important aspect of their work involves facilitating or supporting learning in formal or informal contexts.

Exit level outcomes:

A qualified practitioner at this level is able to:

Present evidence of PRACTICAL COMPETENCE:

the demonstrated ability to consider a range of options possibilities and make decisions about:

1. The facilitation of learning in groups and on a one-to-one basis, within development and work-place contexts.
2. The counselling of learners with regard to learning and support materials; the use of varied learning resources and administrative routines and requirements.
3. The monitoring and counselling of learners on learning progress and achievements.
4. Context-appropriate learning support materials and activities, and making adaptations to these.

grounded in FOUNDATIONAL COMPETENCE:

the demonstrated understanding of

1. Learning as a holistic, creative and life-long process of interaction with familiar knowledge contexts and life experiences
2. Socio-cultural, language and literacy differences as they exist in learning groups.

3. The topic or subject matter relevant to learning facilitation, administration and support and the decisions and judgements that need to be made.
4. How local contexts and conditions influence learning.

integrated through REFLEXIVE COMPETENCE:

the demonstrated ability to:

1. Reflect on and evaluate all aspects of own facilitation and support of learning practices and the learning facilitation and learner support practices of others in the same context.
2. Appraise own performance with an understanding of that performance so that candidates can learn from their own actions.

Rules of combination:

Category: Fundamental:
4 units which are compulsory for all ETD qualifications at levels 2-4. The Communication Studies / Language unit must be at level 4 to enable candidates to proceed into higher education and training ETD qualifications.

Category: Core:
4 units which are compulsory for all ETD qualifications at levels 2-4. Two units with a Teaching focus. One Management and one Design unit.

Category: Elective:
1 unit relating to contextual understanding of the candidate's sub-field.

Units of the qualification:

Fundamental:	ETD foundational expertise
Unit 1:	Facilitating learning : Learning and Learners (ETD expertise and contextual expertise)
Unit 2:	Communication Studies / Language unit (minimum of 20 credits: from the Communication field)
Unit 3:	Computer Sciences, Mathematics, Life Sciences or Physical Sciences (minimum of 16 credits from one of these fields)
Unit 4:	What is to be learnt (Occupational expertise) Unit from an area of teaching application, i.e. the learning area/phase, subject, development area, etc.

Core:	ETD-specific expertise
Unit 5:	Learning programme planning, preparation and evaluation
Unit 6:	Management of learning
Unit 7:	Teaching and tutor development
Unit 8:	Learner mentoring and support
Elective:	Contextual understanding (Sub-field or organisation specific expertise)
Unit 9:	Schooling
Unit 10:	Occupation-Directed ETD
Unit 11:	High level Distance Learning
Unit 12:	
Assessment criteria:	
<p>Assessment methods and tools must allow the candidate to demonstrate the acquisition and application of learning facilitation and support capabilities appropriate to learners' needs and contexts through</p> <ul style="list-style-type: none"> • The planning, presentation and explanation of individual and group learning facilitation processes appropriate to face-to-face situations for learners at the GEIC level or lower and with learners presumed to be in the same context as the candidate; • Familiarity with a range of processes in respect of methods of planning learning facilitation, assessment and learning must be present; • Both written and oral evidence must be offered in the planning, presentation and explanation of the chosen learning facilitation processes in development or work-place contexts; with the candidate's language/communication competence at NQF level 4 standard • Evidence of reflexive competences should be present in respect of the candidate's ability to reflect on and evaluate the strengths and limitations of the chosen learning facilitation processes for (a) the learners and (b) themselves <p>Evidence can be demonstrated through a variety of options: project / portfolio / in situ observations / simulations of learning (education and training) situations / examinations. For award of the qualification through a learning programme or RPL process, evidence of applied competence must be assessed through at least two options, one of which must reflect written language/communication competence</p>	

Moderation / Accreditation criteria:

The National Standards Body for the ETD field will determine moderation and accreditation criteria for the full qualification and ETD standards, in accordance with relevant SAQA and ETQA regulations. Language/communications and Computer sciences, Mathematics, etc. criteria for assessment and accreditation will be specified by the relevant field NSBs

Bodies wishing to credential learners for ETD learning achievements must be registered with an ETQA accredited by SAQA. Such ETQAs must demonstrate moderation mechanisms for ensuring the maintenance of national standards across learning provision and assessment for that qualification and/or its units

SAQA Logo	UNIT 1: FACILITATION OF LEARNING	ETDP Logo
NQF level:	Level 4	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training ABET and Development	
Relationship to qualification:	Fundamental compulsory unit at Level 2-4 qualification	
Title:	Learning Facilitation	
Quality focus:	Demonstration of a range of age, context and level appropriate approaches to working with groups of learners and individuals	
Specific and critical outcomes to be assessed:		
Practical Competence:		
<i>The demonstrated ability to identify options and possibilities and make decisions about:</i>		
<ol style="list-style-type: none"> 1. ways of teaching a varieties of individuals or groups of learners with different needs, competences and life experiences 2. how to create a learning environment where all learners can actively participate 3. ways of providing a supportive environment for problem-solving and experimentation 4. devise and explain different purposes for and approaches to assessment 		

Grounded in:
Foundational competence:
<i>A demonstrated understanding of:</i>
<ol style="list-style-type: none"> 1. a range of approaches for facilitating learning with groups and individuals 2. factors influencing learning e.g. cognitive, social and individual factors 3. conducting action research in familiar teaching and learning contexts 4. management of groups
Integrated through
Reflexive competence:
<i>Demonstrated ability to</i>
<ol style="list-style-type: none"> 1. reflect on learners progress or lack of progress and devise appropriate interventions 2. appraise own performance and develop strategies for intervention and professional development 3. identify factors helping or hindering learning and make decisions on short and longer term interventions

SAQA Logo	UNIT 2: COMMUNICATION STUDIES / LANGUAGE	ETDP Logo
NQF level:	Level 4	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABET and Development	
Relationship to qualification:	Fundamental compulsory unit for Level 2-4 qualification	
Title:	Communication Studies / Language	
Quality focus:	Improving practitioners' language competence and teaching competence through an awareness of language and power relationships, facilitation of learning through language and through improvement to own linguistic competence.	
	<p>This is a SAQA requirement that would come from another field. If the field had a unit dealing with one or more of the following at Unit 2-4 level then it would be appropriate for this qualification.</p> <p>developing practitioners competence and confidence in writing and speaking a South African language which is not one of their major or dominant languages (for the purposes of enabling ETD practitioners to work more effectively with a range of learners)</p> <p>improving competence in written and oral communication necessary for further study or professional development</p> <p>developing and extending awareness of relationships between language and power</p>	

SAQA Logo	UNIT 3: COMPUTER, MATHS, LIFE SCIENCE OR PHYSICAL SCIENCE	ETDP Logo
NQF level:	Level 4	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABET and Development	
Relationship to qualification:	Fundamental compulsory unit at Level 2-4 qualification	
Title:	Computer, Mathematics, Life Science or Physical Science	
Quality focus:	Improving practitioners competence and confidence in working practically with mathematics, statistics and computers to assist learners with computer and mathematical literacy across the curriculum or learning programme.	
	<p>This is a SAQA requirement that would come from another field. If the field had a unit dealing with one or more of the following at Unit 2-4 level then it would be appropriate for this qualification.</p> <p>introduction to computers and word processing (for the purposes of improving communication skills and creating learning materials)</p> <p>developing maths and statistics competences - for critically interpreting information related to education, training, development and the economy</p> <p>developing competency in maths to be able to confidently assist learners in subjects across the curriculum or work programme</p>	

SAQA Logo	UNIT 4: OCCUPATIONAL EXPERTISE	ETDP Logo
NQF level:	Level 4	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABET and Development	
Relationship to qualification:	This could be a qualification already acquired or a unit from an appropriate field. Fundamental unit at level 2-4 or above.	
Title:	Occupational expertise unit from area of teaching specialisation or subject/disciplinary area e.g. labour, health, land, water, ECD, ABET, welding, etc.	
Quality focus:	Development of expertise in and greater familiarity with knowledge and ways of thinking in the practitioner's area of teaching specialisation.	

SAQA Logo	UNIT 5: LEARNING PROGRAMME PLANNING, PREPARATION & EVALUATION	ETDP Logo
NQF level:	Level 2 - 4	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABET and Development	
Relationship to qualification:	Core unit for ETD design at Level 2-4	
Title:	Learning Planning, Preparation and Evaluation	
Quality focus:	Planning, preparation and evaluation of learning programmes for learners in a familiar context.	
Specific and critical outcomes to be assessed:		
Practical Competence:		
	<i>The demonstrated ability to identify options and possibilities and make decisions about</i>	
	<ol style="list-style-type: none"> 1. needs analysis information as a basis for making decisions about the learning programmes appropriate to a particular learning topic or area 2. sequencing of learning starting with contexts familiar to learners moving to less familiar contexts 3. the purposes of tasks and their relationship to required learning outcomes and learner needs 4. learning and assessment activities for group and individual learning that require learners to pose and solve problems 5. assessment processes and instruments for formative and summative assessment and for assessing whether outcomes have been met 6. ways of evaluating own and other programmes and presenting feedback 	

Grounded in:

Foundational competence:

A demonstrated understanding of:

1. a range of assessment practices and their appropriacy to the outcome being assessed
2. a range of approaches to evaluation
3. issues related to the sequencing of learning

Integrated through:

Reflexive competence:

Demonstrated ability to

1. evaluate the appropriacy of a range of given learning programmes for a known group of learners and give critical feedback to education managers
2. make adaptations to improve a given programme
3. reflect on learner feedback on programmes and represent learner feedback effectively

SAQA Logo	UNIT 6: MANAGEMENT OF LEARNING	ETDP Logo
NQF level:	Level 4	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABET and Development	
Relationship to qualification:	Core compulsory unit at Level 2-4	
Title:	Management of Learning	
Quality focus:	Managing interactions and administration within the teaching context and with other staff and administrators.	
Specific and critical outcomes to be assessed:		
Practical Competence:		
	<i>The demonstrated ability to identify options and possibilities and make decisions about:</i>	
	<ol style="list-style-type: none"> 1. why and how records on learner progress, development and assessment need to be organised 2. how to involve learners in decisions about the management of programmes in which they are involved 3. how to manage group learning situations 4. what aspects of ETD in an organisation require change and what are appropriate ways to go about initiating and sustaining such change 	



Grounded in:
Foundational competence:
<i>A demonstrated understanding of:</i>
<ol style="list-style-type: none"> 1. group learning and group dynamics 2. organisational structure and organisational dynamics in your organisation 3. strategies for change management
Integrated through:
Reflexive competence:
<i>Demonstrated ability to</i>
<ol style="list-style-type: none"> 1. devise strategies for effective classroom and learning programme management 2. identify areas of ETD management requiring change 3. reflect on past strategies for making change and devise new or more effective strategies

SAQA Logo	UNIT 7: TEACHING AND TUTOR DEVELOPMENT	ETDP Logo
NQF level:	Level 4	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABET and Development	
Relationship to qualification:		
Title:	Teaching and Tutor Development	
Quality focus:	Ongoing personal and professional development of ETD practitioners as reflexive and confident facilitators of learning.	
Specific and critical outcomes to be assessed:		
Practical Competence:	<i>The demonstrated ability to identify options and possibilities and make decisions about</i>	

Grounded in:
Foundational competence: <i>A demonstrated understanding of:</i>
Integrated through:
Reflexive competence: <i>Demonstrated ability to:</i>

SAQA Logo	UNIT 8: LEARNER MENTORING AND SUPPORT	ETDP Logo
NQF level:	Level 4	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABET and Development	
Relationship to qualification:	Compulsory core unit Level 2-4	
Title:	Learner and Mentoring Support	
Quality focus:	Identifying and making interventions to counsel learners (and or refer learners to appropriate counselling) for assistance related to careers, programme choice, emotional and social problems.	
Specific and critical outcomes to be assessed:		
Practical Competence:	<i>The demonstrated ability to identify options and possibilities and make decisions about</i>	


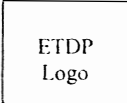
Grounded in:
Foundational competence:
<i>A demonstrated understanding of:</i>
Integrated through:
Reflexive competence:
<i>Demonstrated ability to:</i>

	UNIT 9: CONTEXTUAL UNDERSTANDING (SCHOOLING)	
NQF level:	Level 4	
Field:	Education, Training and Development	
Sub-field:	Schooling	
Relationship to qualification:	Elective unit at Level 2-4	
Title:	Contextual Understanding (Schooling)	
Quality focus:		
Specific and critical outcomes to be assessed:		
Practical Competence:	<i>The demonstrated ability to identify options and possibilities and make decisions about</i>	

<p>Grounded in:</p> <p>Foundational competence:</p> <p><i>A demonstrated understanding of:</i></p> <p>Integrated through:</p> <p>Reflexive competence:</p> <p><i>Demonstrated ability to:</i></p>

SAQA Logo	UNIT 10: CONTEXTUAL UNDERSTANDING (OCCUPATION-DIRECTED)	ETDP Logo
NQF level:	Level 4	
Field:	Education, Training and Development	
Sub-field:	Occupation-directed ETD	
Relationship to qualification:		
Title:	Contextual Understanding(Occupation-directed)	
Quality focus:		
Specific and critical outcomes to be assessed:		
Practical Competence:	<i>The demonstrated ability to identify options and possibilities and make decisions about</i>	

Grounded in:
Foundational competence: <i>A demonstrated understanding of:</i>
Integrated through:
Reflexive competence: <i>Demonstrated ability to:</i>

	UNIT 11: CONTEXTUAL UNDERSTANDING (HIGHER EDUCATION & TRAINING)	
NQF level:	Level 4	
Field:	Education, Training and Development	
Sub-field:	Higher Education and Training	
Relationship to qualification:		
Title:	Contextual Understanding (Higher Education and Training)	
Quality focus:		
Specific and critical outcomes to be assessed:		
Practical Competence:	<i>The demonstrated ability to identify options and possibilities and make decisions about:</i>	

Grounded in: Foundational competence: <i>A demonstrated understanding of:</i> Integrated through: Reflexive competence: <i>Demonstrated ability to:</i>
--

SAQA Logo	UNIT 12: CONTEXTUAL UNDERSTANDING (ABET AND DEVELOPMENT)	ETDP Logo
NQF level:	Level 4	
Field:	Education, Training and Development	
Sub-field:	ABET and Development	
Relationship to qualification:	Elective unit at Level 2-4	
Title:	Contextual Understanding (ABET and Development)	
Quality focus:	Interacting with familiar knowledge contexts and life experiences in a framework of education for community development in a local and familiar context	
Specific and critical outcomes to be assessed:		
Practical Competence:		
<i>The demonstrated ability to identify options and possibilities and make decisions about</i>		

Grounded in:
Foundational competence:
<i>A demonstrated understanding of:</i>
Integrated through:
Reflexive competence:
<i>Demonstrated ability to:</i>

TEACHING QUALIFICATION LEVELS 5 - 6

FUNDAMENTAL	CORE	ELECTIVE
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 1: LEARNING (ETD Expertise)</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 2: LEARNERS (Contextual Expertise)</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">UNIT 3: WHAT IS TO BE LEARNT (Occupational exp)</div>	<p style="text-align: center;">TEACHING</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 4: LEARNING FACILITATION</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 5: LEARNING SUPPORT</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 6: LEARNING ASSESSMENT & ADMIN</div> <p style="text-align: center;">ETD DESIGN</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 7: LEARNING DESIGN & DEVELOPMENT</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 8: ASSESSMENT DESIGN & DEVELOPMENT</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 9: DIAGNOSIS OF LEARNING NEEDS</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 10: LEARNING MATERIAL DESIGN & DEVELOP</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 11: DESIGN & DEV OF LEARNING SYSTEMS</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 12: MEDIA & INFORMATION TECHNOLOGY</div> <p style="text-align: center;">ETD MANAGEMENT</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 13: MANAGING THE INTERNAL ENVIRONMENT</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 14: MANAGING THE EXTERNAL ENVIRONMENT</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">UNIT 15: EVALUATION OF LEARNING</div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 16: CONTEXTUAL UNDERSTANDING (Schooling)</div> <p style="text-align: center;">OR</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 17: CONTEXTUAL UNDERSTANDING (Occupation directed ETD)</div> <p style="text-align: center;">OR</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 18: CONTEXTUAL UNDERSTANDING (Higher Education & Training)</div> <p style="text-align: center;">OR</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">UNIT 19: CONTEXTUAL UNDERSTANDING (ABET & Development)</div>

EDUCATION TRAINING AND DEVELOPMENT NATIONAL DIPLOMA / DEGREE IN TEACHING NQF LEVELS 5 — 6	
Purpose:	To formally recognise applied competence in teaching or facilitation of learning and related support roles.
Learning assumed to be in place:	NQF level 4, Further Education and Training Certificate OR Further Education and Training National Certificate in Learning Facilitation OR RPL equivalent
Range statement:	The qualification is directed at teachers in schools (ranging from early learning centres to high schools); lecturers at colleges, technikons and universities; trainers in enterprise-based training departments, public training centres, NGOs and industry training boards.
Exit level outcomes:	<p>A qualified practitioner at this level is able to:</p> <p>Present evidence of PRACTICAL COMPETENCE:</p> <p><i>the demonstrated ability to consider a range of options possibilities and make decisions about:</i></p> <ol style="list-style-type: none"> 1. The facilitation of learning in diverse learner groups and on a one-to-one basis, within familiar and unfamiliar contexts 2. The counselling of learners with regard to learning difficulties; curriculum or module choices; information literacy and the use of various learning resources. 3. The assessment of learner progress and achievements, with constructive feedback and accurate record-keeping. 4. The design of context-appropriate learning programmes, modules and lesson plans. 5. The design and implementation of assessment strategies for different assessment purposes and different learning contexts. 6. The evaluation of the strengths and limitations of learning processes, materials and media, programmes and systems. <p>Grounded in FOUNDATIONAL COMPETENCE:</p> <p><i>the demonstrated understanding of</i></p> <ol style="list-style-type: none"> 1. Learning as a holistic, creative and life-long process of interaction with different knowledge forms and life worlds.

2. Socio-cultural, language and literacy differences as they exist in learning groups, communities and the broader society.																
3. Concepts, principles and procedures relevant to the knowledge discipline, subject matter or occupational area that will be taught and the kinds of judgements and decisions that need to be made.																
4. The changing nature of the ETD sub-field in which teaching will take place and the relation to local, national and global contexts.																
Integrated through REFLEXIVE COMPETENCE:																
<i>the demonstrated ability to:</i>																
1. Reflect on and evaluate all aspects of own teaching and learning support practices and the practices of others.																
2. Integrate own performance with an understanding of that performance so that candidates learn from their own actions and are able to adapt to changes or unforeseen circumstances.																
Rules of combination:																
<table border="1"> <tbody> <tr> <td>Category</td> <td>Fundamental: Units 1, 2 & 3 are compulsory for all ETD qualifications at levels 5-6: Learning; Learners and What is to be learnt.</td> </tr> <tr> <td>Category</td> <td>Core: Teaching Compulsory units 4, 5 & 6 with a teaching focus; 2 compulsory units with an ETD Design focus; 1 compulsory unit with an ETD Management focus</td> </tr> <tr> <td>Category</td> <td>Elective: Compulsory unit 16 or 17 or 18 or 19 that relates to the contextual understanding of a sub-field: Schooling; Occupation-directed ETD; Higher Education and Training OR ABLE and Development</td> </tr> <tr> <td>Total: 10 units</td> <td>.</td> </tr> </tbody> </table>	Category	Fundamental: Units 1, 2 & 3 are compulsory for all ETD qualifications at levels 5-6: Learning; Learners and What is to be learnt.	Category	Core: Teaching Compulsory units 4, 5 & 6 with a teaching focus; 2 compulsory units with an ETD Design focus; 1 compulsory unit with an ETD Management focus	Category	Elective: Compulsory unit 16 or 17 or 18 or 19 that relates to the contextual understanding of a sub-field: Schooling; Occupation-directed ETD; Higher Education and Training OR ABLE and Development	Total: 10 units	.								
Category	Fundamental: Units 1, 2 & 3 are compulsory for all ETD qualifications at levels 5-6: Learning; Learners and What is to be learnt.															
Category	Core: Teaching Compulsory units 4, 5 & 6 with a teaching focus; 2 compulsory units with an ETD Design focus; 1 compulsory unit with an ETD Management focus															
Category	Elective: Compulsory unit 16 or 17 or 18 or 19 that relates to the contextual understanding of a sub-field: Schooling; Occupation-directed ETD; Higher Education and Training OR ABLE and Development															
Total: 10 units	.															
Units of the qualification:																
<table border="1"> <tbody> <tr> <td>Fundamental:</td> <td>ETD foundational expertise</td> </tr> <tr> <td>Unit 1:</td> <td>Learning (E:TD expertise)</td> </tr> <tr> <td>Unit 2:</td> <td>Learners (Contextual expertise)</td> </tr> <tr> <td>Unit 3:</td> <td>What is to be Learnt (Occupational expertise)</td> </tr> <tr> <td>Core:</td> <td>ETD-specific expertise (Teaching)</td> </tr> <tr> <td>Unit 4:</td> <td>Learning facilitation (T)</td> </tr> <tr> <td>Unit 5:</td> <td>Learning support (T)</td> </tr> <tr> <td>Unit 6:</td> <td>Learning Assessment and Administration (T)</td> </tr> </tbody> </table>	Fundamental:	ETD foundational expertise	Unit 1:	Learning (E:TD expertise)	Unit 2:	Learners (Contextual expertise)	Unit 3:	What is to be Learnt (Occupational expertise)	Core:	ETD-specific expertise (Teaching)	Unit 4:	Learning facilitation (T)	Unit 5:	Learning support (T)	Unit 6:	Learning Assessment and Administration (T)
Fundamental:	ETD foundational expertise															
Unit 1:	Learning (E:TD expertise)															
Unit 2:	Learners (Contextual expertise)															
Unit 3:	What is to be Learnt (Occupational expertise)															
Core:	ETD-specific expertise (Teaching)															
Unit 4:	Learning facilitation (T)															
Unit 5:	Learning support (T)															
Unit 6:	Learning Assessment and Administration (T)															

Unit 7:	Learning Design and Development (D)
Unit 8:	Assessment Design and Development (D)
Unit 15:	Evaluation of learning (M)
Elective:	Contextual understanding (Sub-field or organisation specific expertise)
Unit 16	Schooling
Unit 17	Occupation-Directed ETD
Unit 18	Higher Education and Training
Unit 19	ABET and Development
Assessment criteria:	
<p>Assessment methods and tools must allow the candidate to demonstrate the acquisition and application of teaching, learning facilitation and learner support capabilities appropriate to learners' needs and contexts through:</p> <ul style="list-style-type: none"> • The design and explanation of individual and group learning facilitation activities and processes appropriate to face-to-face and distance learning situations for learners at levels appropriate to the knowledge/work requirements of the learning context. • Design, demonstration and explanation must include assessment of learners for ongoing and formative support and summative assessments of learning achievements, incorporating strategies for record keeping, resource management and learner management. • Both written and oral evidence must be presented in the design and explanation of the chosen activities and processes. • Evidence of reflexive competence should be present in respect of the candidate's ability to reflect and evaluate the strengths and limitations of the decisions made and the actions taken for (a) the learners and (b) themselves in respect of acceptance of critique. <p>Evidence can be demonstrated through a variety of options: project / portfolio / in situ observations / simulations of learning (education and training) situations / examinations. For award of the qualification through a learning programme or RPL process, evidence of applied competence must be assessed through at least three options, one of which must require face-face contact with learners (either group or individual).</p>	

Moderation / Accreditation criteria:

The National Standards Body for the ETD field will determine moderation and accreditation criteria for the full qualification and ETD standards, in accordance with relevant SAQA and ETQA regulations. Standards for the Contextual Understanding units will be developed by the sub-field standards generating bodies together with criteria for assessment and accreditation. Standards for ETD Management and ETD Design will be specified according to the fundamental management and design competences identified by the relevant field NSBs and contextualised by the ETD NSB which will also specify assessment and accreditation criteria.

Bodies accredited to credential achievement of the qualification and/or its units will be required to demonstrate peer review mechanisms at internal and national levels for moderation purposes.

SAQA Logo	UNIT 1: LEARNING (ETD expertise)	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABET and Development	
Relationship to qualification:	Fundamental compulsory ETD unit at Level 5-6	
Title:	Learning (ETD expertise)	
Quality focus:	ETD practices that approach learning as a holistic, creative and life-long process of interaction with different knowledge forms and life worlds	
Specific and critical outcomes to be assessed:		
Practical Competence:		
	<i>The demonstrated ability to identify options and possibilities and make decisions about:</i>	
	<ol style="list-style-type: none"> 1. the assumptions which can be made or not be made about what learners bring to the learning situation 2. the purposes of learning and the values to be transmitted 3. how to investigate and identify areas where learning is required 4. the most suitable location for learning or the ways in which simulation or practical application can best be achieved. 	

Grounded in:
Foundational competence:
<i>A demonstrated understanding of:</i>
<ol style="list-style-type: none"> 1. traditions and values of education, training and development and the ways in which they shape ETD practices. 2. how power and authority relations in learning groups, in organisations and communities and in society impact on teaching and learning. 3. different theories of learning and their implications for teaching practice 4. socio-cultural and individual differences and similarities in learning styles and approaches
Integrated through:
Reflexive competence:
<i>Demonstrated ability to:</i>
<ol style="list-style-type: none"> 1. reflect on the appropriateness of decisions and judgements made in learning-teaching situations and adapt or change accordingly 2. notice how learners are progressing or not progressing and intervene in ways which are constructive and helpful. 3. identify factors which help or hinder learning and decide on different courses of action.

NQF level: Level 5-6

Field: Education, Training and Development

Sub-field: Schooling, Occupation-directed ETDP, Higher Education and Training, ABET and Development

Relationship to qualification: Fundamental contextual expertise unit at Level 5-6

Title: Learners (Contextual expertise)

Quality focus: ETD practices that recognise and respect socio-cultural, language and literacy differences as they exist in learning groups and employ appropriate strategies for working with learner needs

Specific and critical outcomes to be assessed:

Practical Competence:

The demonstrated ability to identify options and possibilities and make decisions about

1. how to effectively facilitate classroom learning for multilingual groups of learners (e.g. how to use different language to assist understanding and learning) particularly where the language of instruction is not the dominant language of all of the learners
2. how to adapt or select appropriate learning materials for the language and literacy competences of groups or individual learners
3. ways in which learners can display their own knowledge that allow for demonstration of a range of literate practices
4. ways of allowing individual learners to increase their range of literate practices
5. ways of challenging learners to examine stereotypes about language, literacy, race and culture

6. ways of improving learners and own sensitivity to cross-cultural and cross-linguistic communication

7. approaches to adult literacy for use in different contexts and for different purposes

8. ways of displaying knowledge in multilingual and multi-modal ways

Grounded in:

Foundational competence:

A demonstrated understanding of

1. the main languages spoken by learners in a particular learning context
2. historical shifts and current research into literacy practices and relationships between literacy and development
3. approaches to researching learners literacy and language practices
4. current approaches to literacy and language practices in ABET (L), schooling and early childhood and their strengths and weaknesses
5. relationships between language and race, gender, class,

Integrated through:

Reflexive competence:

Demonstrated ability to:

1. employ and adapt strategies for working with different learner needs in relation to language and literacy
2. reflect on and devise equitable instruments and approaches (for formative and summative assessment) for diverse groups of learners

SAQA Logo	UNIT 3: WHAT IS TO BE LEARNT (occupational expertise)	ETDP Logo
NQF Level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed FETD, Higher Education and Training, ABET and Development	
Relationship to qualification:	Fundamental occupational expertise unit for FETD Level 5-6	
Title:	What is to be learnt (occupational expertise)	
Quality focus:	FETD practices that lay the basis for independent judgement and decision-making, explained and justified in relation to concepts, principles and procedures relevant to the area of study at a particular level of learning.	
Specific and critical outcomes to be assessed:		
Practical Competence:		
	<i>The demonstrated ability to identify options and possibilities and make decisions about</i>	
	<ol style="list-style-type: none"> 1. selection and sequencing of content to be taught 2. generic and transferable skills, values and knowledge to be taught 3. ways of approaching the same task or activity in different ways to achieve a similar outcome 	

Grounded in:
Foundational competence:
<i>A demonstrated understanding of</i>
<ol style="list-style-type: none"> 1. the ways of thinking and doing that need to be taught in a particular area and at a particular level of learning 2. why tasks or activities are done in particular ways 3. variable demands of various tasks/activities and different ways of approaching particular tasks/activities 4. technical and procedural knowledge that go beyond the scope of the immediate learning activity 5. and the assumptions underlying competence in a particular discipline, subject or knowledge area
Integrated through:
Reflexive competence:
<i>Demonstrated ability to</i>
<ol style="list-style-type: none"> 1. justify decisions on selection of subject matter to be taught as part of a learning programme 2. reflect on and identify what counts as skill, innovation, creativity or dexterity in task performance 3. reflect on relationships between selected subject matter to be taught and its relationship to other subject content matter
Notes: <i>The content of this unit is variable as it relates to any number of contexts. Evidence of competence in subject knowledge will often be submitted in the form of a previously acquired qualification, or an RPL activity</i>

SAQA Logo	UNIT 4: LEARNING FACILITATION	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABET and Development	
Relationship to qualification:	Core contextual unit with a teaching focus at Level 5-6	
Title:	Learning Facilitation	
Quality focus:	Demonstration and awareness of a range of strategies for facilitating learning in diverse learner groups, or on a one-to one basis	
Specific and critical outcomes to be assessed:		
Practical Competence:		
	<i>The demonstrated ability to identify options and possibilities and make decisions about</i>	
	<ol style="list-style-type: none"> 1. learning styles and preferences and ways of accommodating diversity in learners or groups of learners 2. how to approach learners as able and creative individuals 3. learners frames of reference and entry level competences 4. ways of handling conflict, disagreement and diverse needs and interests in learner groups 5. a range of appropriate ways of giving feedback to learners 6. using questioning for different learning purposes 7. providing opportunities for learners to experiment, apply their learning and receive feedback in a supportive environment while on the job and in simulated conditions 	

Grounded in:
Foundational competence:
<i>A demonstrated understanding of:</i>
<ol style="list-style-type: none"> 1. a range of learner styles, preferences and motivations and their relationships to learning 2. group dynamics and how they are managed to enhance learning 3. strategies for facilitation of groups and individual learning
Integrated through:
Reflexive competence:
<i>Demonstrated ability to</i>
<ol style="list-style-type: none"> 1. reflect on the learning process and the extent to which it has achieved the stated learning objectives in ways that are time and cost - effective 2. reflect on the applicability and value of the learning experience 3. analyse the learning situation and decide on adaptations where required 4. reflect (with learners) on the applicability of different teaching and learning strategies

SAQA Logo	UNIT 5: LEARNING SUPPORT	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABET and Development	
Relationship to qualification:	Core/contextual unit with a teaching focus at Level 5-6	
Title:	Learning Support	
Quality focus:	Informed counselling to learners and or referral to appropriate support services with regard to learning difficulties, curriculum or module choices, information literacy, the use of various learning resources and personal and social problems	
Specific and critical outcomes to be assessed:		
Practical Competence:		
<i>The demonstrated ability to identify options and possibilities and make decisions about:</i>		
<ol style="list-style-type: none"> 1. The demonstrated ability to consider a range of options/possibilities and make decisions about: 2. how to investigate and respond to current social and educational problems e.g. absenteeism, drop-out and abuse 3. appropriate forms of intervention that encourage learners to make informed choices about options 4. when and how to make interventions that are gender, age and culturally sensitive 		

<p>Grounded in:</p> <p>Foundational competence:</p> <p><i>A demonstrated understanding of</i></p> <ol style="list-style-type: none"> 1. availability and limitations of a range of social and educational support services and their referral procedures 2. education training and career options and services in formal and informal sectors 3. education and training policy and frameworks 4. common perceptual and learning difficulties and inclusive strategies for working with learners with a variety of special needs <p>Integrated through</p> <p>Reflexive competence:</p> <p><i>Demonstrated ability to</i></p> <ol style="list-style-type: none"> 1. propose ways of improving learner support services and practitioner preparedness to respond to learner needs 2. explore strategies or solutions for addressing current social and educational problems and propose solutions 3. reflect on own ability to provide informed counselling and interventions needed for self-improvement
--

SAQA Logo	UNIT 6: LEARNING ASSESSMENT AND ADMINISTRATION	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABET and Development	
Relationship to qualification:		
Title:	Learning Assessment and Administration	
Quality focus:	Continuous assessment of learner progress and achievements, with constructive feedback and accurate record keeping.	
Specific and critical outcomes to be assessed:		
Practical Competence:	<i>The demonstrated ability to identify options and possibilities and make decisions about:</i>	

Grounded in:
Foundational competence:
<i>A demonstrated understanding of:</i>
Integrated through:
Reflexive competence:
<i>Demonstrated ability to</i>

SAQA Logo	UNIT 7: LEARNING DESIGN AND DEVELOPMENT	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABET and Development	
Relationship to qualification:	Core unit for ETD design at Level 5-6	
Title:	Learning Design and Development	
Quality focus:	Design of appropriate learning programmes, modules and lesson plans based on decisions about what should be learnt and how it should be learnt.	
Specific and critical outcomes to be assessed:		
Practical Competence:		
	<i>The demonstrated ability to identify options and possibilities and make decisions about:</i>	
	<ol style="list-style-type: none"> 1. How to overcome barriers to learning through appropriate design and development decisions 2. Learning outcomes for a learning programme, lesson or module that meet learner and programme needs 3. Pacing and sequencing of topic or subject matter from contextualised to decontextualised 4. Ways of evaluating learner performance and giving appropriate feedback 5. Allocation of funds to learning programmes/modules 	

Grounded in:
Foundational competence:
<i>A demonstrated understanding of:</i>
<ol style="list-style-type: none"> 1. principles of learning design and development 2. the integration of learning outcomes and assessment instruments in the design and development of programmes/lessons/modules 3. principles of sequencing of learning tasks and subject matter 4. a range of assessment approaches appropriate to the learning programme
Integrated through
Reflexive competence:
<i>Demonstrated ability to</i>
<ol style="list-style-type: none"> 1. reflect on strategies to make learning accessible to all learners 2. critically evaluate the suitability of the programme for a variety of groups of learners and make adaptations 3. continually revise the learning programme responding to changes over time

SAQA Logo	UNIT 8: ASSESSMENT DESIGN AND DEVELOPMENT	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABET and Development	
Relationship to qualification:	ETD Design unit at Level 5-6	
Title:	Assessment Design and Development	
Quality focus:	Demonstration of a range of assessment strategies for different assessment purposes and different learning contexts	
Specific and critical outcomes to be assessed:		
Practical Competence:		
	<i>The demonstrated ability to identify options and possibilities and make decisions about:</i>	
	<ol style="list-style-type: none"> 1. the purposes of assessment and selection of assessment strategies appropriate to purpose 2. the values implicit in the assessment process in different learning contexts 3. critical issues, topics or cognitive (analytical and problem-solving) processes in the knowledge discipline or work area that require assessment 4. critical aspects of application in terms of accuracy or manual dexterity that require assessment 5. strategies for assessment of learners with special needs 	

Grounded in:
Foundational competence:
<i>A demonstrated understanding of:</i>
<ol style="list-style-type: none"> 1. a range of possible means of assessment suitable for a particular learning context and task 2. criteria or evidence that will be used to grade learner achievement 3. language, terminology and content to be used in the assessment task and the degree to which this is gender and culturally sensitive 4. learning principles underpinning the structuring of different assessment tasks
Integrated through:
Reflexive competence:
<i>Demonstrated ability to:</i>
<ol style="list-style-type: none"> 1. justify assessment decision and choices about assessment tasks and approaches 2. reflect on the appropriateness of assessment decisions made in particular learning situations 3. explore alternatives to existing assessment tasks and critically evaluate existing assessment instruments

SAQA Logo	UNIT 15: EVALUATION OF LEARNING	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABEI and Development	
Relationship to qualification:		
Title:	Evaluation of Learning	
Quality focus:	Critical evaluation of strengths and limitations of learning processes, materials and media, programmes and systems.	
Specific and critical outcomes to be assessed:		
Practical Competence:		
	<i>The demonstrated ability to identify options and possibilities and make decisions about</i>	

Grounded in:
Foundational competence:
<i>A demonstrated understanding of:</i>
Integrated through:
Reflexive competence:
<i>Demonstrated ability to:</i>

SAQA Logo	UNIT 16: CONTEXTUAL UNDERSTANDING (Schooling)	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Schooling	
Relationship to qualification:	Compulsory Contextual Understanding (Schooling) unit from the Elective category at levels 5 – 6.	
Title:	Contextual Understanding (School)	
Quality focus:	The changing nature of teaching and learning in formative development of learners and the diverse roles that schooling has to play in a changing South Africa.	
Specific and critical outcomes to be assessed:		
Practical Competence:		
	<i>The demonstrated ability to identify options and possibilities and make decisions about</i>	
	<ol style="list-style-type: none"> 1. facilitating and assessing learning, appropriate to the formative development stage of the learner(s) and the relationship of that stage to the exit requirements from schooling, as determined by the needs of the individual, community and society; 2. facilitating learning within a framework of development, democracy, accountability and the rights of all to formative education and training and the rights of the child; 3. planning and preparing interventions to meet the needs and requirements of learner(s) for intellectual (cognitive and content), emotional, social, creative and physical development appropriate to formative stage and individual variances within stages and the resources available to the teacher, institution and community; 4. evaluating the planning, preparation and process of learning facilitation and amending as required. 	

<p>Grounded in:</p> <p>Foundational competence:</p> <p><i>A demonstrated understanding of:</i></p> <ol style="list-style-type: none"> 1. the impact of class, race, gender and other social structures, on learning and learning facilitation; 2. formative development and the impacts of abuse and mistreatment, at individual, familial and communal levels; on such development; 3. relationship of local and community requirements of schooling to broader social requirements (provincial, national, continental and global) and roles of schooling; 4. accessing and critically using information about current schooling, learning and teaching policies and practices; <p>Integrated through</p> <p>Reflexive competence:</p> <p><i>Demonstrated ability to</i></p> <ol style="list-style-type: none"> 1. reflect on the impact of learning facilitation styles to learner(s) development and it's related effects on the community; 2. reflect on and evaluate the impact of broader social factors and demands on learning facilitation, planning, preparation and processes.

NQF level:	Level 5-6
Field:	Education, Training and Development
Sub-field:	Occupation-directed ETD
Relationship to qualification:	Elective unit for ETD at Level 5-6

Title:	Contextual Understanding (Occupation-directed ETD)
Quality focus:	Learning that acknowledges and supports the changing nature of work, workplace restructuring, labour markets and environmental management in national and global contexts.

Specific and critical outcomes to be assessed:**Practical Competence:**

The demonstrated ability to identify options and possibilities and make decisions about

1. the effect of changes in work and work organisation on the competences required within the economic sector or enterprise.
2. the effect of changes in national education and training policies on workforce development strategies.
3. ways of using the changing relationships between labour and management to further workforce development
4. the sequence in which work processes should be taught and learnt by workers and managers.
5. ways to develop environmental awareness in relation to the work done in the economic sector or enterprise.
6. the appropriate mix of learning strategies suitable for the occupational context

7. the appropriate mix of assessment strategies suitable for the occupational context.
8. the best delivery mechanisms for increasingly decentralised or home-based workforces.
9. how to balance learners' right to life-long learning opportunities with the competence needs of the economic sector or enterprise.
10. how to encourage and support learning that furthers greater awareness of social and cultural issues in the workplace, including issues of gender, race, language and class.

Grounded in:

Foundational competence:

A demonstrated understanding of

1. current labour market trends and policies
2. debates around globalisation and the effect on work and work organisation
3. debates around productivity and global competitiveness
4. debates around the changing nature of work and the impact on the South African economy.
5. debates around national and regional education and training policies and systems, especially those which impact on occupationally-directed ETD.

Integrated through

Reflexive competence:

Demonstrated ability to

1. adapt teaching, design and management strategies to the evolving needs of learners, of the enterprise and of the economic sector.
2. develop new and changing learning programmes that reflect the needs of the learner, the enterprise and the economy.
3. evaluate and amend current practices in line with rapidly changing needs.
4. explain and justify changes in ETD practices in relation to changes in work and work organisation

SAQA
Logo

UNIT 18: CONTEXTUAL UNDERSTANDING (Higher Education & Training)

ETDP
Logo

NQF level: Level 5-6
Field: Education, Training and Development
Sub-field: Higher Education and Training.

Relationship to qualification:

Title: Contextual Understanding (Higher Education and Training)

Quality focus:

Specific and critical outcomes to be assessed:

Practical Competence:

The demonstrated ability to identify options and possibilities and make decisions about

Grounded in:

Foundational competence:

A demonstrated understanding of

Integrated through:

Reflexive competence:

Demonstrated ability to

SAQA Logo	UNIT 19: CONTEXTUAL UNDERSTANDING (ABET and Development)	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	ABET and Development	
Relationship to qualification:	Elective unit for ETD at Level 5-6	
Title:	Contextual Understanding (ABET and Development)	
Quality focus:	Planning education and training within a community, workplace and family development framework with a focus on involvement in economic, social and political decision making	
Specific and critical outcomes to be assessed:		
Practical Competence:		
<i>The demonstrated ability to identify options and possibilities and make decisions about</i>		
<ol style="list-style-type: none"> 1. facilitating learning for a target community or constituency emphasising involvement in economic, social and political decision making 2. education and training within a framework of contributing to democratic tasks and roles 3. needs analysis for sustainable development and management of resources 4. ways of developing and assessing individual and group capacity 5. devising education and training with development potential 		

Grounded in:
Foundational competence:
<i>A demonstrated understanding of:</i>
Foundational Competence
<i>A demonstrated understanding of:</i>
<ol style="list-style-type: none"> 1. the impact of race and gender on economic, social, educational and political participation 2. relationships between local, national and global development and the role of education within these areas 3. accessing and critically using information about current education, training and development contexts 4. ways of participating in civil society and democracy 5. appropriate ways of conducting research in development contexts
<i>Integrated through:</i>
Reflexive competence:
<i>Demonstrated ability to</i>
<ol style="list-style-type: none"> 1. reflect on the impact of development and education initiatives on communities or groups 2. explore use of development indicators to evaluate the social impact of education and training programmes

ETD DESIGN QUALIFICATION LEVELS 5 - 6

FUNDAMENTAL	CORE	ELECTIVE
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 1: LEARNING (ETD Expertise)</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 2: LEARNERS (Contextual Expertise)</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">UNIT 3: WHAT IS TO BE LEARNT (Occupational exp)</div>	<p>TEACHING</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 4: LEARNING FACILITATION</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 5: LEARNING SUPPORT</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 6: LEARNING ASSESSMENT & ADMIN</div> <p>ETD DESIGN</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 7: LEARNING DESIGN & DEVELOPMENT</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 8: ASSESSMENT DESIGN & DEVELOPMENT</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 9: DIAGNOSIS OF LEARNING NEEDS</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 10: LEARNING MATERIAL DESIGN & DEVELOP</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 11: DESIGN & DEV OF LEARNING SYSTEMS</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 12: MEDIA & INFORMATION TECHNOLOGY</div> <p>ETD MANAGEMENT</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 13: MANAGING THE INTERNAL ENVIRONMENT</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 14: MANAGING THE EXTERNAL ENVIRONMENT</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">UNIT 15: EVALUATION OF LEARNING</div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 16: CONTEXTUAL UNDERSTANDING (Schooling)</div> <p style="text-align: center;">OR</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 17: CONTEXTUAL UNDERSTANDING (Occupation directed ETD)</div> <p style="text-align: center;">OR</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 18: CONTEXTUAL UNDERSTANDING (Higher Education & Training)</div> <p style="text-align: center;">OR</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">UNIT 19: CONTEXTUAL UNDERSTANDING (ABET & Development)</div>

**EDUCATION TRAINING AND DEVELOPMENT
NATIONAL DIPLOMA / DEGREE IN ETD DESIGN
NQF LEVELS 5 - 6**

Purpose:

To formally recognise applied competence in the design of learning systems, learning materials, media and assessment design.

Learning assumed to be in place:

NQF level 4, Further Education and Training Certificate **OR** Further Education and Training National Certificate in Learning Facilitation **OR** RPL equivalent.

Range statement:

The qualification is directed at designers and developers at publishers, in schools (ranging from early learning centres to high schools); at colleges, technikons and universities; in enterprise-based training departments, public training centres, NGOs and industry training boards.

Exit level outcomes:

A qualified practitioner at this level is able to:

Present evidence of PRACTICAL COMPETENCE:

The demonstrated ability to identify options and possibilities and make decisions about:

1. The facilitation of learning with diverse learner groups and on a one-to-one basis.
2. The analysis of learning needs and requirements of individuals, organisations and communities.
3. The development of suitable learning materials for a diverse range of purposes and audiences.
4. The selection of suitable learning media and use of information technology within the options available to particular learning groups.
5. The design and development learning systems across institutions and sectors, taking account of the special features of each institution or sector.
6. The evaluation of the strengths and limitations of learning processes, materials and media, programmes and systems.

Grounded in F●UNDATIONAL COMPETENCE:

the demonstrated understanding of

1. Learning as a holistic, creative and life-long process of interaction with different knowledge forms and life worlds.
2. Socio-cultural, language and literacy differences as they exist in learning groups, communities and the broader society.
3. Concepts, principles and procedures relevant to the knowledge discipline, subject matter or occupational area that will be taught and the kinds of judgements and decisions that need to be made.
4. The changing nature of the ETD sub-field in which design and development will take place and the relation to local, national and global contexts.

Integrated through REFLEXIVE COMPETENCE:

the demonstrated ability to

1. Reflect on and evaluate all aspects of own ETD design practice and the ETD design practices of others.
2. Integrate own performance with an understanding of that performance so that candidates learn from their own actions and are able to adapt to changes or unforeseen circumstances.

Rules of combination:

Category	Fundamental: Units 1, 2 & 3 are compulsory for all ETD qualifications at levels 5-6 Learning: Learners and What is to be learnt
Category	Core: Design Compulsory units 9, 10, 11, & 12 with an ETD Design focus; compulsory unit 4 with a Teaching focus; and compulsory units 15 with an ETD Management focus
Category	Elective: Compulsory unit 16 or 17 or 18 or 19 that relates to the contextual understanding of a sub-field: Schooling, Occupation-directed ETD, Higher Education and Training OR ABLE and Development.

Units of the qualification:

Fundamental:	ETD foundational expertise
Unit 1:	Learning (ETD expertise)
Unit 2:	Learners (Contextual expertise)

Unit 3:	What is to be Learnt (Occupational expertise)
Core:	ETD-specific expertise (Design)
Unit 4:	Learning facilitation (T)
Unit 9:	Diagnosis of Learning Needs (D)
Unit 10:	Learning Material Design and Development (D)
Unit 11:	Design and Development of Learning Systems (M)
Unit 12:	Media and Information Technology (D)
Unit 15:	Evaluation of learning (M)
Elective:	Contextual understanding (Sub-field or organisation specific expertise)
Unit 16:	Schooling
Unit 17:	Occupation-directed ETD
Unit 18:	Higher Education and Training
Unit 19:	ABET and Development
Assessment criteria:	
<p>Assessment methods and tools must allow the candidate to demonstrate the acquisition and application of ETD design and development capabilities appropriate to learner, organisational institutional and community needs and contexts through:</p> <ul style="list-style-type: none"> • The design, planning and development of learning materials and programmes appropriate to contact, distance and or mixed-media learning delivery systems in respect of a range of learner groups within the elected sub-field. • The design, development and explanation must take the following into account: diverse learner contexts; diverse learning facilitation and teaching practices; cost effectiveness; and appropriateness to learner and institutional resources. • Both written and oral evidence must be presented. • Evidence of reflexive competence should be present in respect of the candidate's ability to reflect on the evaluation of implementing the chosen designs and materials for (a) the candidates, and (b) themselves in respect of acceptance of critique. <p>Evidence can be demonstrated through a variety of options: project / portfolio / in situ observations / simulations of ETD design and development situations / examinations. For award of the qualification through a learning programme or RPL process, evidence of applied competence must be assessed through at least three options, one of which must require face-face contact with users of designs and materials (learners and peers) either group or individual</p>	

<p>Moderation / Accreditation criteria:</p> <p><i>The National Standards Body for the ETD field will determine moderation and accreditation criteria for the full qualification and ETD standards, in accordance with relevant SAQA and ETQA regulations. Standards for the Contextual Understanding units will be developed by the sub-field standards generating bodies together with criteria for assessment and accreditation. Standards for ETD Management and ETD Design will be specified according to the fundamental management and design competences identified by the relevant field NSBs and contextualised by the ETD NSB which will also specify assessment and accreditation criteria.</i></p> <p><i>Bodies accredited to credential achievement of the qualification and/or its units will be required to demonstrate peer review mechanisms at internal and national levels for moderation purposes.</i></p>

SAQA Logo	UNIT 1: LEARNING (ETD expertise)	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABET and Development	
Relationship to qualification:	Fundamental compulsory ETD unit at Level 5-6	
Title:	Learning (ETD expertise)	
Quality focus:	ETD practices that approach learning as a holistic, creative and life-long process of interaction with different knowledge forms and life worlds	
Specific and critical outcomes to be assessed:		
Practical Competence:		
	<i>The demonstrated ability to identify options and possibilities and make decisions about:</i>	
	<ol style="list-style-type: none"> 1. the assumptions which can be made or not be made about what learners bring to the learning situation 2. the purposes of learning and the values to be transmitted 3. how to investigate and identify areas where learning is required 4. the most suitable location for learning or the ways in which simulation or practical application can best be achieved. 	

Grounded in:
Foundational competence:
<i>A demonstrated understanding of:</i>
<ol style="list-style-type: none"> 1. traditions and values of education, training and development and the ways in which they shape ETD practices. 2. how power and authority relations in learning groups, in organisations and communities and in society impact on teaching and learning. 3. different theories of learning and their implications for teaching practice 4. socio-cultural and individual differences and similarities in learning styles and approaches
Integrated through:
Reflexive competence:
<i>Demonstrated ability to</i>
<ol style="list-style-type: none"> 1. reflect on the appropriateness of decisions and judgements made in learning-teaching situations and adapt or change accordingly. 2. notice how learners are progressing or not progressing and intervene in ways which are constructive and helpful. 3. identify factors which help or hinder learning and decide on different courses of action.

SAQA Logo	UNIT 2: LEARNERS (contextual expertise)	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABEI and Development	
Relationship to qualification:	Fundamental contextual expertise unit at Level 5-6	
Title:	Learners (Contextual expertise)	
Quality focus:	ETD practices that recognise and respect socio-cultural, language and literacy differences as they exist in learning groups and employ appropriate strategies for working with learner needs	
Specific and critical outcomes to be assessed:		
Practical Competence:		
<i>The demonstrated ability to identify options and possibilities and make decisions about</i>		
<ol style="list-style-type: none"> 1. how to effectively facilitate classroom learning for multilingual groups of learners (e.g. how to use different language to assist understanding and learning) particularly where the language of instruction is not the dominant language of all of the learners 2. how to adapt or select appropriate learning materials for the language and literacy competences of groups or individual learners 3. ways in which learners can display their own knowledge that allow for demonstration of a range of literate practices 4. ways of allowing individual learners to increase their range of literate practices 5. ways of challenging learners to examine stereotypes about language, literacy, race and culture 		

<ol style="list-style-type: none"> 6. ways of improving learners and own sensitivity to cross-cultural and cross-linguistic communication 7. approaches to adult literacy for use in different contexts and for different purposes 8. ways of displaying knowledge in multilingual and multi-modal ways
Grounded in:
Foundational competence:
<i>A demonstrated understanding of</i>
<ol style="list-style-type: none"> 1. the main languages spoken by learners in a particular learning context 2. historical shifts and current research into literacy practices and relationships between literacy and development 3. approaches to researching learners literacy and language practices 4. current approaches to literacy and language practices in ABEI (E), schooling and early childhood and their strengths and weaknesses 5. relationships between language and race, gender, class,
Integrated through:
Reflexive competence:
<i>Demonstrated ability to:</i>
<ol style="list-style-type: none"> 1. employ and adapt strategies for working with different learner needs in relation to language and literacy 2. reflect on and devise equitable instruments and approaches (for formative and summative assessment) for diverse groups of learners

SAQA Logo	UNIT 3: WHAT IS TO BE LEARNT (occupational expertise)	ETDP Logo
NQF Level:	5-6	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETDP, Higher Education and Training, ABET and Development	
Relationship to qualification:	Fundamental occupational expertise unit for ETDP Level 5-6	
Title:	What is to be Learnt (occupational expertise)	
Quality focus:	ETDP practices that lay the basis for independent judgement and decision-making, explained and justified in relation to concepts, principles and procedures relevant to the area of study at a particular level of learning.	
Specific and critical outcomes to be assessed:		
Practical Competence:		
	<i>The demonstrated ability to identify options and possibilities and make decisions about</i>	
	<ol style="list-style-type: none"> 1. selection and sequencing of content to be taught 2. generic and transferable skills, values and knowledge to be taught 3. ways of approaching the same task or activity in different ways to achieve a similar outcome 	

Grounded in:
Foundational competence:
<i>A demonstrated understanding of:</i>
<ol style="list-style-type: none"> 1. the ways of thinking and doing that need to be taught in a particular area and at a particular level of learning 2. why tasks or activities are done in particular ways 3. variable demands of various tasks/activities and different ways of approaching particular tasks/activities 4. technical and procedural knowledge that go beyond the scope of the immediate learning activity 5. and the assumptions underlying competence in a particular discipline, subject or knowledge area
Integrated through:
Reflexive competence:
<i>Demonstrated ability to</i>
<ol style="list-style-type: none"> 1. justify decisions on selection of subject matter to be taught as part of a learning programme 2. reflect on and identify what counts as skill, innovation, creativity or dexterity in task performance 3. reflect on relationships between selected subject matter to be taught and its relationship to other subject content matter
Notes: <i>The content of this unit is variable as it relates to any number of contexts. Evidence of competence in subject knowledge will often be submitted in the form of a previously acquired qualification, or an RPL activity</i>

NQF level:	Level 5-6
Field:	Education, Training and Development
Sub-field:	Schooling, Occupation-directed ETDP, Higher Education and Training, ABET and Development
Relationship to qualification:	Core/contextual unit with a teaching focus at Level 5-6

Title:	Learning Facilitation
Quality focus:	Demonstration and awareness of a range of strategies for facilitating learning in diverse learner groups, or on a one-to-one basis

Specific and critical outcomes to be assessed:

Practical Competence:

The demonstrated ability to identify options and possibilities and make decisions about:

1. learning styles and preferences and ways of accommodating diversity in learners or groups of learners
2. how to approach learners as able and creative individuals
3. learners frames of reference and entry level competences
4. ways of handling conflict, disagreement and diverse needs and interests in learner groups
5. a range of appropriate ways of giving feedback to learners
6. using questioning for different learning purposes
7. providing opportunities for learners to experiment, apply their learning and receive feedback in a supportive environment while on the job and in simulated conditions

Grounded in:

Foundational competence:

A demonstrated understanding of:

1. a range of learner styles, preferences and motivations and their relationships to learning
2. group dynamics and how they are managed to enhance learning
3. strategies for facilitation of groups and individual learning

Integrated through:

Reflexive competence:

Demonstrated ability to

1. reflect on the learning process and the extent to which it has achieved the stated learning objectives in ways that are time and cost-effective
2. reflect on the applicability and value of the learning experience
3. analyse the learning situation and decide on adaptations where required
4. reflect (with learners) on the applicability of different teaching and learning strategies

SAQA Logo	UNIT9: DIAGNOSIS OF LEARNING NEEDS	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABET and Development	
Relationship to qualification:		
Title:	Diagnosis of Learning Needs	
Quality focus:	Research and investigation of individual, organisational and community contexts to provide a basis for decisions about learning needs and requirements.	
Specific and critical outcomes to be assessed:		
Practical Competence:	<i>The demonstrated ability to identify options and possibilities and make decisions about</i>	

Grounded in:
Foundational competence:
<i>A demonstrated understanding of:</i>
Integrated through:
Reflexive competence:
<i>Demonstrated ability to</i>

SAQA Logo	UNIT 10: LEARNING MATERIAL DESIGN AND DEVELOPMENT	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABET and Development	
Relationship to qualification:	ETD design unit at Level 5-6	
Title:	Learning Material Design and Development	
Quality focus:	Development and production of a range of learning materials for a diverse range of purposes and audiences.	
Specific and critical outcomes to be assessed:		
Practical Competence:		
<i>The demonstrated ability to identify options and possibilities and make decisions about:</i>		
<ol style="list-style-type: none"> 1. sequencing learning activities starting from learners contextual knowledge and moving to less familiar knowledge 2. selection of appropriate learning media (e.g. distance, face to face, audio) for specific target groups of learners 3. designing materials to be accessible, using appropriate language of instruction, accessible language and gender and culturally sensitive sources 4. learner and teacher support needed to use the materials 5. developing a course or learning programme for specific learning outcomes 		

Grounded in:
Foundational competence:
<i>A demonstrated understanding of</i>
<ol style="list-style-type: none"> 1. teaching and learning principles underpinning learning materials 2. the use of language as medium for learning 3. principles of materials design and development related to copyright and acknowledgement of sources 4. ways of integrating required learning outcomes with needs, knowledge and experience of target learners
Integrated through:
Reflexive competence:
<i>Demonstrated ability to</i>
<ol style="list-style-type: none"> 1. critically evaluate the suitability of existing materials and adapt them where appropriate 2. critically evaluate own and others materials in terms of meeting required learning outcomes and appropriateness to a target group of learners 3. evaluate materials on an ongoing basis

SAQA Logo	UNIT 11: MEDIA AND INFORMATION TECHNOLOGY	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABEI and Development	
Relationship to qualification:		
Title:	Media and Information Technology	
Quality focus:	Technical proficiency in a range of learning media so that appropriate decisions are made within the options available to particular learner groups.	
Specific and critical outcomes to be assessed:		
Practical Competence:	<i>The demonstrated ability to identify options and possibilities and make decisions about</i>	

Grounded in:
Foundational competence:
<i>A demonstrated understanding of</i>
Integrated through:
Reflexive competence:
<i>Demonstrated ability to</i>

SAQA
Logo

**UNIT 14: DESIGN AND DEVELOPMENT
OF LEARNING SYSTEMS**

ETDP
Logo

NQF level: Level 5-6
Field: Education, Training and Development
Sub-field: Schooling, Occupation-directed E.T.D, Higher Education and Training, ABET and Development

Relationship to qualification:

Title: Design and Development of Learning Systems
Quality focus: Design and development of learning systems across institutions and sectors taking account of the special features of each institution or sector.

Specific and critical outcomes to be assessed:

Practical Competence:

The demonstrated ability to identify options and possibilities and make decisions about.

Grounded in:

Foundational competence:

A demonstrated understanding of:

Integrated through:

Reflexive competence:

Demonstrated ability to

SAQA Logo	UNIT 14: DESIGN AND DEVELOPMENT OF LEARNING SYSTEMS	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABET and Development	
Relationship to qualification:		
Title:	Design and Development of Learning Systems	
Quality focus:	Design and development of learning systems across institutions and sectors taking account of the special features of each institution or sector.	
Specific and critical outcomes to be assessed:		
Practical Competence:		
	<i>The demonstrated ability to identify options and possibilities and make decisions about.</i>	

Grounded in:
Foundational competence:
<i>A demonstrated understanding of:</i>
Integrated through:
Reflexive competence:
<i>Demonstrated ability to</i>

SAQA Logo	UNIT 15: EVALUATION OF LEARNING	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABET and Development	
Relationship to qualification:		
Title:	Evaluation of Learning	
Quality focus:	Critical evaluation of strengths and limitations of learning processes, materials and media, programmes and systems.	
Specific and critical outcomes to be assessed:		
Practical Competence:		
	<i>The demonstrated ability to identify options and possibilities and make decisions about.</i>	


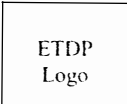
Grounded in:
Foundational competence:
<i>A demonstrated understanding of:</i>
Integrated through:
Reflexive competence:
<i>Demonstrated ability to</i>

SAQA Logo	UNIT 16: CONTEXTUAL UNDERSTANDING (Schooling)	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Schooling	
Relationship to qualification:	Compulsory Contextual Understanding (Schooling) unit from the Elective category at levels 5 – 6.	
Title:	Contextual Understanding (School)	
Quality focus:	The changing nature of teaching and learning in formative development of learners and the diverse roles that schooling has to play in a changing South Africa.	
Specific and critical outcomes to be assessed:		
Practical Competence:		
	<i>The demonstrated ability to identify options and possibilities and make decisions about</i>	
	<ol style="list-style-type: none"> 1. facilitating and assessing learning, appropriate to the formative development stage of the learner(s) and the relationship of that stage to the exit requirements from schooling, as determined by the needs of the individual, community and society; 2. facilitating learning within a framework of development, democracy, accountability and the rights of all to formative education and training and the rights of the child; 3. planning and preparing interventions to meet the needs and requirements of learner(s) for intellectual (cognitive and content), emotional, social, creative and physical development appropriate to formative stage and individual variances within stages and the resources available to the teacher, institution and community; 4. evaluating the planning, preparation and process of learning facilitation and amending as required. 	

Grounded in:
Foundational competence:
<i>A demonstrated understanding of:</i>
<ol style="list-style-type: none"> 1. the impact of class, race, gender and other social structures, on learning and learning facilitation; 2. formative development and the impacts of abuse and mistreatment, at individual, familial and communal levels; on such development; 3. relationship of local and community requirements of schooling to broader social requirements (provincial, national, continental and global) and roles of schooling; 4. accessing and critically using information about current schooling, learning and teaching policies and practices;
Integrated through:
Reflexive competence:
<i>Demonstrated ability to</i>
<ol style="list-style-type: none"> 1. reflect on the impact of learning facilitation styles to learners development and it's related effects on the community; 2. reflect on and evaluate the impact of broader social factors and demands on learning facilitation, planning, preparation and processes;

SAQA Logo	UNIT 17: CONTEXTUAL UNDERSTANDING (Occupation-directed ETD)	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Occupation-directed ETD	
Relationship to qualification:	Elective unit for ETD at Level 5-6	
Title:	Contextual Understanding (Occupation-directed ETD)	
Quality focus:	Learning that acknowledges and supports the changing nature of work, workplace restructuring, labour markets and environmental management in national and global contexts.	
Specific and critical outcomes to be assessed:		
Practical Competence:		
	<i>The demonstrated ability to identify options and possibilities and make decisions about</i>	
	<ol style="list-style-type: none"> 1. the effect of changes in work and work organisation on the competences required within the economic sector or enterprise. 2. the effect of changes in national education and training policies on workforce development strategies. 3. ways of using the changing relationships between labour and management to further workforce development. 4. the sequence in which work processes should be taught and learnt by workers and managers. 5. ways to develop environmental awareness in relation to the work done in the economic sector or enterprise. 6. the appropriate mix of learning strategies suitable for the occupational context. 	

<ol style="list-style-type: none"> 7. the appropriate mix of assessment strategies suitable for the occupational context.. 8. the best delivery mechanisms for increasingly decentralised or home-based workforces. 9. how to balance learners' right to life-long learning opportunities with the competence needs of the economic sector or enterprise. 10. how to encourage and support learning that furthers greater awareness of social and cultural issues in the workplace, including issues of gender, race, language and class.
Grounded in:
Foundational competence:
<i>A demonstrated understanding of</i>
<ol style="list-style-type: none"> 1. current labour market trends and policies 2. debates around globalisation and the effect on work and work organisation. 3. debates around productivity and global competitiveness. 4. debates around the changing nature of work and the impact on the South African economy. 5. debates around national and regional education and training policies and systems, especially those which impact on occupationally-directed ETD.
Integrated through
Reflexive competence:
<i>Demonstrated ability to</i>
<ol style="list-style-type: none"> 1. adapt teaching, design and management strategies to the evolving needs of learners, of the enterprise and of the economic sector 2. develop new and changing learning programmes that reflect the needs of the learner, the enterprise and the economy. 3. evaluate and amend current practices in line with rapidly changing needs. 4. explain and justify changes in ETD practices in relation to changes in work and work organisation.

	UNIT 18: CONTEXTUAL UNDERSTANDING (Higher Education & Training)	
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Higher Education and Training	
Relationship to qualification:		
Title:	Contextual Understanding (Higher Education and Training)	
Quality focus:		
Specific and critical outcomes to be assessed:		
Practical Competence:	<i>The demonstrated ability to identify options and possibilities and make decisions about</i>	

<p>Grounded in:</p> <p>Foundational competence:</p> <p><i>A demonstrated understanding of:</i></p> <p>Integrated through:</p> <p>Reflexive competence:</p> <p><i>Demonstrated ability to</i></p>

SAQA Logo	UNIT 19: CONTEXTUAL UNDERSTANDING (ABET and Development)	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	ABET and Development	
Relationship to qualification:	Elective unit for ETD at Level 5-6	
Title:	Contextual Understanding (ABET and Development)	
Quality focus:	Planning education and training within a community, workplace and family development framework with a focus on involvement in economic, social and political decision making	
Specific and critical outcomes to be assessed:		
Practical Competence:		
<i>The demonstrated ability to identify options and possibilities and make decisions about</i>		
<ol style="list-style-type: none"> 1. facilitating learning for a target community or constituency emphasising involvement in economic, social and political decision making 2. education and training within a framework of contributing to democratic tasks and roles 3. needs analysis for sustainable development and management of resources 4. ways of developing and assessing individual and group capacity 5. devising education and training with development potential 		

Grounded in:
Foundational competence:
<i>A demonstrated understanding of:</i>
Foundational Competence
<i>A demonstrated understanding of:</i>
<ol style="list-style-type: none"> 1. the impact of race and gender on economic, social, educational and political participation 2. relationships between local, national and global development and the role of education within these areas 3. accessing and critically using information about current education, training and development contexts 4. ways of participating in civil society and democracy 5. appropriate ways of conducting research in development contexts
Integrated through
Reflexive competence:
<i>Demonstrated ability to</i>
<ol style="list-style-type: none"> 1. reflect on the impact of development and education initiatives on communities or groups 2. explore use of development indicators to evaluate the social impact of education and training programmes

ETD MANAGEMENT QUALIFICATION AT LEVELS 5-6

FUNDAMENTAL	CORE	ELECTIVE
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 1: LEARNING (ETD Expertise)</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 2: LEARNERS (Contextual Expertise)</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">UNIT 3: WHAT IS TO BE LEARNT (Occupational exp)</div>	<p style="text-align: center;">TEACHING</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 4: LEARNING FACILITATION</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 5: LEARNING SUPPORT</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 6: LEARNING ASSESSMENT & ADMIN</div> <p style="text-align: center;">ETD DESIGN</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 7: LEARNING DESIGN & DEVELOPMENT</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 8: ASSESSMENT DESIGN & DEVELOPMENT</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 9: DIAGNOSIS OF LEARNING NEEDS</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 10: LEARNING MATERIAL DESIGN & DEVELOP</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 11: DESIGN & DEV OF LEARNING SYSTEMS</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 12: MEDIA & INFORMATION TECHNOLOGY</div> <p style="text-align: center;">ETD MANAGEMENT</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 13: MANAGING THE INTERNAL ENVIRONMENT</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 14: MANAGING THE EXTERNAL ENVIRONMENT</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">UNIT 15: EVALUATION OF LEARNING</div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 16: CONTEXTUAL UNDERSTANDING (Schooling)</div> <p style="text-align: center;">OR</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 17: CONTEXTUAL UNDERSTANDING (Occupation directed ETD)</div> <p style="text-align: center;">OR</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">UNIT 18: CONTEXTUAL UNDERSTANDING (Higher Education & Training)</div> <p style="text-align: center;">OR</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">UNIT 19: CONTEXTUAL UNDERSTANDING (ABET & Development)</div>

**EDUCATION TRAINING AND DEVELOPMENT
NATIONAL DIPLOMA / DEGREE IN ETD MANAGEMENT
NQF LEVELS 5 - 6**

Purpose:

To formally recognise applied competence in management of learning and learning systems.

Learning assumed to be in place:

NQF level 4, Further Education and Training Certificate **OR** Further Education and Training National Certificate in Learning Facilitation **OR** RPL equivalent.

Range statement:

The qualification is directed at heads of departments, principals and directors in schools (from early learning centres to high schools); colleges, technikons and universities; enterprise-based training departments; public training centres, NGOs and industry training boards, heads, managers, principals, or directors of assessment agencies.

Exit level outcomes:

A qualified ETD manager at this level is able to:

Present evidence of PRACTICAL COMPETENCE:

The demonstrated ability to identify options and possibilities and make decisions about:

1. The facilitation of learning in diverse learner groups and on a one-to-one basis, with staff and communities.
2. The learning needs and requirements of individuals, organisations and communities.
3. The strategic management and leadership of the internal work environment in relation to work organisation and restructuring, information and communication systems, staffing and labour relations, quality assurance systems.
4. The strategic management and leadership of the external work environment in relation to policy development and implementation, networking and the establishment of partnerships, marketing, community liaison and access negotiation.
5. The designing and development of learning systems across institutions and sectors, taking account of the special features of each institution or sector.
6. The evaluation of the strengths and limitations of learning processes, materials and media, programmes and systems.

Grounded in FOUNDATIONAL COMPETENCE:

The demonstrated understanding of

1. Learning as a holistic, creative and life-long process of interaction with different knowledge forms and life worlds.
2. Socio-cultural, language and literacy differences as they exist in learning groups, communities and in the broader society.
3. Concepts, principles and procedures relevant to management in general and the decisions and judgements that need to be made.
4. The changing nature of the ETD sub-field in which ETD management will take place and the relation to local, national and global contexts.

Integrated through REFLEXIVE COMPETENCE:

the demonstrated ability to:

1. Reflect on and evaluate all aspects of own ETD management practice and the ETD management practices of others.
2. Integrate own performance with an understanding of that performance so that candidates learn from their own action and are able to adapt to changes or unforeseen circumstances.

Rules of combination:

Category	Fundamental Units 1, 2 & 3 are compulsory for all ETD qualifications at levels 5-6: Learning: Learners: and What is to be learnt
Category	Core: Management Compulsory units 13, 14 & 15 with a management focus; compulsory unit 4 with a teaching focus; compulsory unit 9 & 11 with an ETD Design focus.
Category	Elective Compulsory unit 16 or 17 or 18 or 19 that relates to contextual understanding of a sub-field: Schooling, Occupation-directed ETD, Higher Education and Training OR ABET and Development.

Units of the qualification:	
Fundamental:	ETD foundational expertise
Unit 1:	Learning (ETD expertise)
Unit 2:	Learners (Contextual expertise)
Unit 3:	What is to be Learnt (Occupational expertise)
Core:	ETD-specific expertise (Teaching)
Unit 4:	Learning Facilitation (T)
Unit 9:	Diagnosis of Learning Needs (D)
Unit 11:	Design and Development of Learning Systems (M)
Unit 13:	Managing the Internal Environment (M)
Unit 14:	Managing the External Environment (M)
Unit 15:	Evaluation of Learning (M)
Elective:	Contextual understanding (Sub-field or organisation specific expertise)
Unit 16:	Schooling
Unit 17:	Occupation-Directed ETD
Unit 18:	Higher Education and Training
Unit 19:	ABET and Development
Assessment criteria:	
<p>Assessment methods and tools must allow the candidate to demonstrate the acquisition and application of management capabilities appropriate to organisational/institutional and community needs and contexts through:</p> <ul style="list-style-type: none"> • The design and explanation of institutional organisational learner provision mechanisms and strategies appropriate to contact, distance and or mixed-media learning delivery systems in respect of a range of learner groups within the elected sub-field. Design and explanation must include learner support, assessment, resource systems and mechanisms for record-keeping, resource management and learner management. • The design and explanation must reflect a range of issues and strategies relating to staff and inter-organisational/institutional development and management, including resources, financial and ETD-related labour legislation issues. • The design and explanation must reflect a range of issues and strategies relating to community and broader social needs and learning priorities, including intra- and inter-organisational and institutional development, marketing and meeting community and learner needs. 	

<ul style="list-style-type: none"> • Both written and oral evidence must be presented in the design and explanation of the chosen mechanisms and strategy. • Evidence of reflexive competence should be present in respect of the candidate's ability to reflect on and evaluate the implementation of the chosen mechanisms and strategies for (a) the institution/organisation and (b) themselves in respect of acceptance of critique. <p>Evidence can be demonstrated through a variety of options: project / portfolio / in situ observations / simulations of management (education and training) situations / examinations. For award of the qualification through a learning programme or RPL process, evidence of applied competence must be assessed through at least three options, one of which must require face-face contact with peers (staff or community), either group or individual.</p>
<p>Moderation / Accreditation criteria:</p> <p><i>The National Standards Body for the ETD field will determine moderation and accreditation criteria for the full qualification and ETD standards, in accordance with relevant SAQA and ETQA regulations. Standards for the Contextual Understanding units will be developed by the sub-field standards generating bodies together with criteria for assessment and accreditation. Standards for ETD Management and ETD Design will be specified according to the fundamental management and design competences identified by the relevant field NSBs and contextualised by the ETD NSB which will also specify assessment and accreditation criteria.</i></p> <p><i>Bodies accredited to credential achievement of the qualification and or its unit standards will be required to demonstrate peer review mechanisms at internal and national levels for moderation purposes.</i></p>

SAQA Logo	UNIT 1: LEARNING (ETD expertise)	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABET and Development	
Relationship to qualification:	Fundamental compulsory ETD unit at Level 5-6	
Title:	Learning (ETD expertise)	
Quality focus:	ETD practices that approach learning as a holistic, creative and life-long process of interaction with different knowledge forms and life worlds	
Specific and critical outcomes to be assessed:		
Practical Competence:		
	<i>The demonstrated ability to identify options and possibilities and make decisions about:</i>	
	<ol style="list-style-type: none"> 1. the assumptions which can be made or not be made about what learners bring to the learning situation 2. the purposes of learning and the values to be transmitted 3. how to investigate and identify areas where learning is required 4. the most suitable location for learning or the ways in which simulation or practical application can best be achieved. 	

Grounded in:
Foundational competence:
<i>A demonstrated understanding of:</i>
<ol style="list-style-type: none"> 1. traditions and values of education, training and development and the ways in which they shape ETD practices. 2. how power and authority relations in learning groups, in organisations and communities and in society impact on teaching and learning. 3. different theories of learning and their implications for teaching practice 4. socio-cultural and individual differences and similarities in learning styles and approaches
Integrated through:
Reflexive competence:
<i>Demonstrated ability to:</i>
<ol style="list-style-type: none"> 1. reflect on the appropriateness of decisions and judgements made in learning-teaching situations and adapt or change accordingly. 2. notice how learners are progressing or not progressing and intervene in ways which are constructive and helpful. 3. identify factors which help or hinder learning and decide on different courses of action.

NQF level: Level 5-6**Field:** Education, Training and Development**Sub-field:** Schooling, Occupation-directed FETD, Higher Education and Training, ABET and Development**Relationship to qualification:** Fundamental contextual expertise unit at Level 5-6**Title:** Learners (Contextual expertise)**Quality focus:** FETD practices that recognise and respect socio-cultural, language and literacy differences as they exist in learning groups and employ appropriate strategies for working with learner needs**Specific and critical outcomes to be assessed:****Practical Competence:***The demonstrated ability to identify options and possibilities and make decisions about*

1. how to effectively facilitate classroom learning for multilingual groups of learners (e.g. how to use different language to assist understanding and learning) particularly where the language of instruction is not the dominant language of all of the learners
2. how to adapt or select appropriate learning materials for the language and literacy competences of groups or individual learners
3. ways in which learners can display their own knowledge that allow for demonstration of a range of literate practices
4. ways of allowing individual learners to increase their range of literate practices
5. ways of challenging learners to examine stereotypes about language, literacy, race and culture

6. ways of improving learners and own sensitivity to cross-cultural and cross-linguistic communication

7. approaches to adult literacy for use in different contexts and for different purposes

8. ways of displaying knowledge in multilingual and multi-modal ways

Grounded in:**Foundational competence:***A demonstrated understanding of*

1. the main languages spoken by learners in a particular learning context
2. historical shifts and current research into literacy practices and relationships between literacy and development
3. approaches to researching learners literacy and language practices
4. current approaches to literacy and language practices in ABET (FETD), schooling and early childhood and their strengths and weaknesses
5. relationships between language and race, gender, class,

Integrated through:**Reflexive competence:***Demonstrated ability to*

1. employ and adapt strategies for working with different learner needs in relation to language and literacy
2. reflect on and devise equitable instruments and approaches (for formative and summative assessment) for diverse groups of learners

SAQA Logo	UNIT 3: WHAT IS TO BE LEARNT (occupational expertise)	ETDP Logo
NQF Level:	5-6	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABET and Development	
Relationship to qualification:	Fundamental occupational expertise unit for ETD Level 5-6	
Title:	What is to be Learnt (occupational expertise)	
Quality focus:	ETD practices that lay the basis for independent judgement and decision-making, explained and justified in relation to concepts, principles and procedures relevant to the area of study at a particular level of learning.	
Specific and critical outcomes to be assessed:		
Practical Competence:		
	<i>The demonstrated ability to identify options and possibilities and make decisions about</i>	
	<ol style="list-style-type: none"> 1. selection and sequencing of content to be taught 2. generic and transferable skills, values and knowledge to be taught 3. ways of approaching the same task or activity in different ways to achieve a similar outcome 	

Grounded in:
Foundational competence:
<i>A demonstrated understanding of</i>
<ol style="list-style-type: none"> 1. the ways of thinking and doing that need to be taught in a particular area and at a particular level of learning 2. why tasks or activities are done in particular ways 3. variable demands of various tasks/activities and different ways of approaching particular tasks/activities 4. technical and procedural knowledge that go beyond the scope of the immediate learning activity 5. and the assumptions underlying competence in a particular discipline, subject or knowledge area
Integrated through:
Reflexive competence:
<i>Demonstrated ability to:</i>
<ol style="list-style-type: none"> 1. justify decisions on selection of subject matter to be taught as part of a learning programme 2. reflect on and identify what counts as skill, innovation, creativity or dexterity in task performance 3. reflect on relationships between selected subject matter to be taught and its relationship to other subject/content matter
Notes: <i>The content of this unit is variable as it relates to any number of contexts. Evidence of competence in subject knowledge will often be submitted in the form of a previously acquired qualification, or an RPL activity.</i>

NQF level: Level 5-6

Field: Education, Training and Development

Sub-field: Schooling, Occupation-directed ETD, Higher Education and Training, ABET and Development

Relationship to qualification: Core contextual unit with a teaching focus at Level 5-6

Title: Learning Facilitation

Quality focus: Demonstration and awareness of a range of strategies for facilitating learning in diverse learner groups, or on a one-to-one basis

Specific and critical outcomes to be assessed:

Practical Competence:

The demonstrated ability to identify options and possibilities and make decisions about:

1. learning styles and preferences and ways of accommodating diversity in learners or groups of learners
2. how to approach learners as able and creative individuals
3. learners frames of reference and entry level competences
4. ways of handling conflict, disagreement and diverse needs and interests in learner groups
5. a range of appropriate ways of giving feedback to learners
6. using questioning for different learning purposes
7. providing opportunities for learners to experiment, apply their learning and receive feedback in a supportive environment while on the job and in simulated conditions

Grounded in:

Foundational competence:

A demonstrated understanding of

1. a range of learner styles, preferences and motivations and their relationships to learning
2. group dynamics and how they are managed to enhance learning
3. strategies for facilitation of groups and individual learning

Integrated through:

Reflexive competence:

Demonstrated ability to:

1. reflect on the learning process and the extent to which it has achieved the stated learning objectives in ways that are time and cost-effective
2. reflect on the applicability and value of the learning experience
3. analyse the learning situation and decide on adaptations where required
4. reflect (with learners) on the applicability of different teaching and learning strategies

SAQA Logo	UNIT 9: DIAGNOSIS OF LEARNING NEEDS	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABET and Development	
Relationship to qualification:		
Title:	Diagnosis of Learning Needs	
Quality focus:	Research and investigation of individual, organisational and community contexts to provide a basis for decisions about learning needs and requirements.	
Specific and critical outcomes to be assessed:		
Practical Competence:	<i>The demonstrated ability to identify options and possibilities and make decisions about</i>	

Grounded in:
Foundational competence:
<i>A demonstrated understanding of</i>
Integrated through:
Reflexive competence:
<i>Demonstrated ability to</i>

SAQA Logo	UNIT 12: MANAGING THE INTERNAL ENVIRONMENT	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABET and Development	
Relationship to qualification:	ETD Management core contextual unit at Level 5-6	
Title:	Managing the Internal Environment	
Quality focus:	To provide strategic management and practical leadership with a current and future orientation to work organisation, staff development and restructuring, ETD information and communication systems, education management and financial systems, staffing and labour relations and quality assurance systems.	
Specific and critical outcomes to be assessed:		
Practical Competence:		
	<i>The demonstrated ability to identify options and possibilities and make decisions about</i>	
	<ol style="list-style-type: none"> 1. the vision and mission of the organisation, institution or unit 2. manage different types of learning institution through approaches to managing people as 3. valuable, creative, trustworthy and participatory members of an organisation 4. optimal staffing levels 5. the minimum competence profiles of staff members required for a transformed ETD field and current ETD demands and ways of developing the competences 6. managing and measuring the performance of practitioners 7. recruitment, selection and retention of practitioners effective internal quality assurance 	

<ol style="list-style-type: none"> 8. devising, implementing and negotiating appropriate grievance and disciplinary procedures 9. the type and range of partnerships needed with other learning institutions 10. ways to effectively communicate internal and external information
Grounded in:
Foundational competence:
<i>A demonstrated understanding of</i>
<ol style="list-style-type: none"> 1. the future intent of the institution, organisation or programme 2. current thinking in relation to organisational structures, management, performance and planning 3. the current and likely future orientation of labour law, organisational performance and the changing roles of practitioners 4. principles of sound financial management, individual development and collaborative working practices 5. appropriate information and educational management systems 6. communication systems for learning institutions.
Integrated through:
Reflexive competence:
<i>Demonstrated ability to</i>
<ol style="list-style-type: none"> 1. reflect on and utilise the strengths of individuals in the organisation 2. justify a range of management decisions 3. apply different management principles to different problems 4. demonstrate growing understanding and professionalisation of learning institution management issues.

SAQA Logo	UNIT 13: MANAGING THE EXTERNAL ENVIRONMENT	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABET and Development	
Relationship to qualification:	ETD Management core/contextual unit at Level 5-6	
Title:	Managing the External Environment	
Quality focus:	Increased capacity and commitment of learning institutions to creatively interact with their external environment.	
Specific and critical outcomes to be assessed:		
Practical Competence:		
	<i>The demonstrated ability to identify options and possibilities and make decisions about</i>	
	<ol style="list-style-type: none"> 1. the forms and nature of partnerships with other providers to build institutional capacity 2. relevant policy developments for different ETD contexts 3. relationships between policy and institutional performance 4. types of access arrangements for learners and ETD practitioners that could be made. 	

Grounded in:
Foundational competence:
<i>A demonstrated understanding of:</i>
<ol style="list-style-type: none"> 1. a transformative vision of own organisation 2. the direction and intent of policy initiatives 3. social imperatives and aspirations of local communities 4. a range of possible access criteria and procedures
Integrated through
Reflexive competence:
<i>Demonstrated ability to</i>
<ol style="list-style-type: none"> 1. strategise institutional performance through alignment with current policy initiatives 2. reflect on and build a valued status for the institution in the community 3. devise ways of continually increasing access and success ratios 4. verbalise and disseminate organisational institutional successes to other institutions 5. reflect on and influence national policy towards institutional needs

SAQA Logo	UNIT 14: DESIGN AND DEVELOPMENT OF LEARNING SYSTEMS	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABET and Development	
Relationship to qualification:		
Title:	Design and Development of Learning Systems	
Quality focus:	Design and development of learning systems or partnerships across institutions and sectors, taking account of the special features of each institution or sector.	
Specific and critical outcomes to be assessed:		
Practical Competence:	<i>The demonstrated ability to identify options and possibilities and make decisions about</i>	

Grounded in:
Foundational competence:
<i>A demonstrated understanding of</i>
Integrated through:
Reflexive competence:
<i>Demonstrated ability to</i>

SAQA Logo	UNIT 15: EVALUATION OF LEARNING	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Schooling, Occupation-directed ETD, Higher Education and Training, ABET and Development	
Relationship to qualification:		
Title:	Evaluation of Learning	
Quality focus:	Critical evaluation of strengths and limitations of learning processes, materials and media, programmes and systems.	
Specific and critical outcomes to be assessed:		
Practical Competence:	<i>The demonstrated ability to identify options and possibilities and make decisions about</i>	

Grounded in:
Foundational competence:
<i>A demonstrated understanding of</i>
Integrated through:
Reflexive competence:
<i>Demonstrated ability to</i>

SAQA Logo	UNIT 16: CONTEXTUAL UNDERSTANDING (Schooling)	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Schooling	
Relationship to qualification:	Compulsory Contextual Understanding (Schooling) unit from the Elective category at levels 5 – 6.	
Title:	Contextual Understanding (School)	
Quality focus:	The changing nature of teaching and learning in formative development of learners and the diverse roles that schooling has to play in a changing South Africa.	
Specific and critical outcomes to be assessed:		
Practical Competence:		
	<i>The demonstrated ability to identify options and possibilities and make decisions about:</i>	
	<ol style="list-style-type: none"> 1. facilitating and assessing learning, appropriate to the formative development stage of the learner(s) and the relationship of that stage to the exit requirements from schooling, as determined by the needs of the individual, community and society; 2. facilitating learning within a framework of development, democracy, accountability and the rights of all to formative education and training and the rights of the child; 3. planning and preparing interventions to meet the needs and requirements of learner(s) for intellectual (cognitive and content), emotional, social, creative and physical development appropriate to formative stage and individual variances within stages and the resources available to the teacher, institution and community; 4. evaluating the planning, preparation and process of learning facilitation and amending as required. 	

Grounded in:
Foundational competence:
<i>A demonstrated understanding of</i>
<ol style="list-style-type: none"> 1. the impact of class, race, gender and other social structures, on learning and learning facilitation; 2. formative development and the impacts of abuse and mistreatment; at individual, familial and communal levels; on such development; 3. relationship of local and community requirements of schooling to broader social requirements (provincial, national, continental and global) and roles of schooling; 4. accessing and critically using information about current schooling, learning and teaching policies and practices;
Integrated through:
Reflexive competence:
<i>Demonstrated ability to</i>
<ol style="list-style-type: none"> 1. reflect on the impact of learning facilitation styles to learner(s) development and it's related effects on the community; 2. reflect on and evaluate the impact of broader social factors and demands on learning facilitation, planning, preparation and processes.

NQF level: Level 5-6

Field: Education, Training and Development

Sub-field: Occupation-directed ETD

Relationship to qualification: Elective unit for ETD at Level 5-6

Title: Contextual Understanding (Occupation-directed ETD)

Quality focus: Learning that acknowledges and supports the changing nature of work, workplace restructuring, labour markets and environmental management in national and global contexts.

Specific and critical outcomes to be assessed:**Practical Competence:**

The demonstrated ability to identify options and possibilities and make decisions about:

1. the effect of changes in work and work organisation on the competences required within the economic sector or enterprise
2. the effect of changes in national education and training policies on workforce development strategies
3. ways of using the changing relationships between labour and management to further workforce development
4. the sequence in which work processes should be taught and learnt by workers and managers.
5. ways to develop environmental awareness in relation to the work done in the economic sector or enterprise.
6. the appropriate mix of learning strategies suitable for the occupational context.

7. the appropriate mix of assessment strategies suitable for the occupational context.
8. the best delivery mechanisms for increasingly decentralised or home-based workforces.
9. how to balance learners' right to life-long learning opportunities with the competence needs of the economic sector or enterprise
10. how to encourage and support learning that furthers greater awareness of social and cultural issues in the workplace, including issues of gender, race, language and class.

Grounded in:

Foundational competence:

A demonstrated understanding of

1. current labour market trends and policies
2. debates around globalisation and the effect on work and work organisation
3. debates around productivity and global competitiveness
4. debates around the changing nature of work and the impact on the South African economy.
5. debates around national and regional education and training policies and systems, especially those which impact on occupationally-directed ETD

Integrated through

Reflexive competence:

Demonstrated ability to

1. adapt teaching, design and management strategies to the evolving needs of learners, of the enterprise and of the economic sector.
2. develop new and changing learning programmes that reflect the needs of the learner, the enterprise and the economy
3. evaluate and amend current practices in line with rapidly changing needs.
4. explain and justify changes in ETD practices in relation to changes in work and work organisation

SAQA Logo	UNIT 18: CONTEXTUAL UNDERSTANDING (Higher Education & Training)	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	Higher Education and Training	
Relationship to qualification:		
Title:	Contextual Understanding (Higher Education and Training)	
Quality focus:		
Specific and critical outcomes to be assessed:		
Practical Competence:	<i>The demonstrated ability to identify options and possibilities and make decisions about.</i>	

Grounded in:
Foundational competence:
<i>A demonstrated understanding of.</i>
Integrated through
Reflexive competence:
<i>Demonstrated ability to</i>

SAQA Logo	UNIT 19: CONTEXTUAL UNDERSTANDING (ABET and Development)	ETDP Logo
NQF level:	Level 5-6	
Field:	Education, Training and Development	
Sub-field:	ABET and Development	
Relationship to qualification:	Elective unit for FID at Level 5-6	
Title:	Contextual Understanding (ABET and Development)	
Quality focus:	Planning education and training within a community, workplace and family development framework with a focus on involvement in economic, social and political decision making	
Specific and critical outcomes to be assessed:		
Practical Competence:		
<i>The demonstrated ability to identify options and possibilities and make decisions about</i>		
<ol style="list-style-type: none"> 1. facilitating learning for a target community or constituency emphasising involvement in economic, social and political decision making 2. education and training within a framework of contributing to democratic tasks and roles 3. needs analysis for sustainable development and management of resources 4. ways of developing and assessing individual and group capacity 5. devising education and training with development potential 		

Grounded in:
Foundational competence:
<i>A demonstrated understanding of:</i>
Foundational Competence
A demonstrated understanding of:
<ol style="list-style-type: none"> 1. the impact of race and gender on economic, social, educational and political participation 2. relationships between local, national and global development and the role of education within these areas 3. accessing and critically using information about current education, training and development contexts 4. ways of participating in civil society and democracy 5. appropriate ways of conducting research in development contexts
Integrated through:
Reflexive competence:
<i>Demonstrated ability to</i>
<ol style="list-style-type: none"> 1. reflect on the impact of development and education initiatives on communities or groups 2. explore use of development indicators to evaluate the social impact of education and training programmes

QUALIFICATIONS AT NQF LEVELS 7 – 8

REMINDER:

Progression through the ETD Learning Progression Pathways is based on reflective performances which add to the total knowledge store of the field. The movement from National Diplomas and Degrees to Post-Graduate ETD qualifications is defined by the production of knowledge through research and analytical abilities.

EDUCATION TRAINING AND DEVELOPMENT

POST-GRADUATE DEGREES IN ETD RESEARCH NQF LEVELS 7 – 8

Purpose:

To credential applied competence in ETD research and analysis within a particular sub-field, knowledge and/or expertise base.

Learning assumed to be in place:

NQF level 5-6, National Diploma or Degree in ETD Teaching, Management or Schooling or RPL equivalent.

Range statement:

The qualification is directed at all ETD Practitioners (teachers, lecturers, trainers, managers, designers, developers, assessors and researchers) who wish to deepen their own competences, and contribute to deepening and broadening publicly circulated knowledge and expertise bases in the field.

Exit level outcomes:

A qualified practitioner at this level is able to:

Present evidence of PRACTICAL COMPETENCE:

the demonstrated ability to consider a range of options/possibilities and make decisions about:

1. Selecting an area and topic for investigation and its relation to broader social, economic and learning transformation contexts.
2. Designing and developing a research plan and process in keeping with the investigative topic and approach.
3. Selecting forms of inquiry that suit the topic and purpose of the research.
4. Conducting and managing the research process.
5. Evaluating the design, process and outcomes of the research in respect of the topic, the transformation project and its relationship to the field or sub-field.
6. Writing and presenting a final report on the research.

Grounded in FOUNDATIONAL COMPETENCE:

the demonstrated understanding of:

1. Learning as a holistic, creative and life-long process of interaction with different knowledge forms and life worlds.
5. Conceptual, language and literacy differences as they exist in knowledge disciplines and/or expertise bases and their relation to learning and the broader society.
6. Concepts, principles, policies and procedures relevant to the knowledge discipline and/or expertise base researched and the kinds of judgements and decisions that need to be made.
7. The changing nature of the knowledge discipline and/or expertise base in which research takes place and the relation to local, national and global contexts.

Integrated through REFLEXIVE COMPETENCE:

the demonstrated ability to:

1. Reflect on and evaluate all aspects of own research practice and the research practices of others.
2. Integrate own performance with an understanding of that performance so that candidates learn from their own actions and are able to adapt to changes or unforeseen circumstances.

Assessment criteria:

Assessment methods and tools must allow the candidate to demonstrate the acquisition and application of research and research presentation expertise to the selected knowledge discipline and/or expertise base through: analysis, design, management, presentation and evaluation of research topic and report to the selected knowledge discipline and/or expertise base through:

- Analysis of the research topic, design and explanation of the investigation.
- Management and evaluation of the research process to topic and design.
- Presentation of the research. Both written and oral evidence must be presented in the design and explanation of the research investigation.
- Evidence of reflexive competence should be present in respect of the candidate's ability to reflect on the evaluation of implementing the chosen topic and research strategy for (a) the field/sub-field and (b) themselves in respect of acceptance of critique.

At Level 7, evidence can be demonstrated through a variety of mechanisms: reports / presentations / project / portfolio / in situ observations / examinations. For award of the qualification through a learning programme or RPL process, evidence of applied competence must be assessed through at least two mechanisms.

At Level 8, evidence must be demonstrated through reports and presentations to peer and authority review. Such review must concur that the research was designed and conducted in accordance with the criteria for designing an original enquiry at this level.

Moderation / Accreditation criteria:

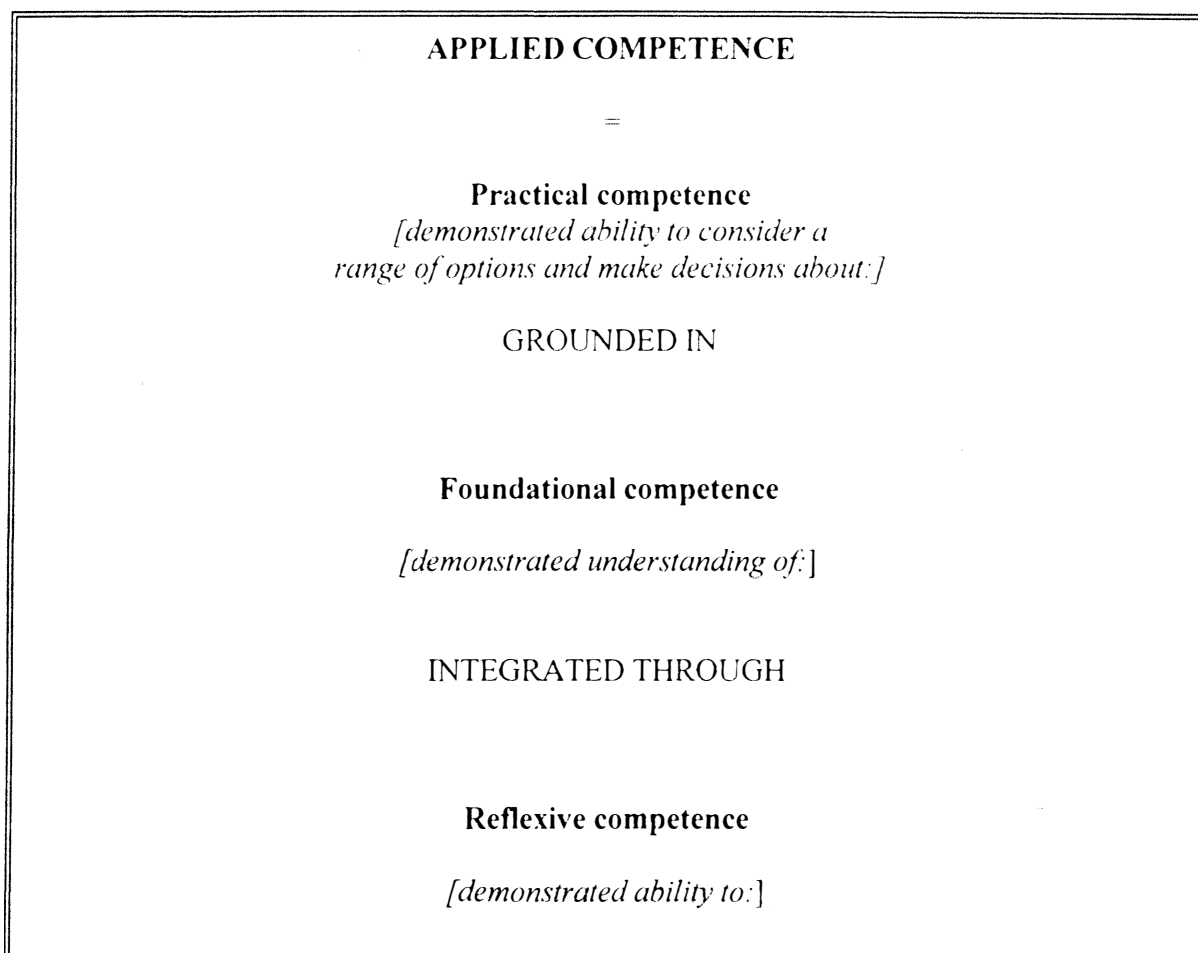
The National Standards Body for the ETD field will determine moderation and accreditation criteria for the full qualification in accordance with relevant SAQA, ETQA and institutional regulations.

Bodies accredited to credential achievement of the qualification will be required to demonstrate peer and expert review mechanisms at internal, national and international levels for moderation purposes.

3.2 EXPLANATION OF PROCESS/METHOD

3.2.1 FORMAT OF QUALIFICATIONS AND UNITS

Applied competence is used as the **format** to describe "exit level outcomes" at qualification level, as well as "critical and specific outcomes" at unit level. This format is:



3.2.2 DIFFERENCES BETWEEN THE MODEL 2 FORMAT AND THE SAQA FORMAT

Qualifications

The SAQA Draft Regulations propose the following format for **qualifications**:

8.3 *such qualification contains as a minimum the details specified below:*

8.3.1 *purpose(s) of qualification:*

- 8.3.2 *assumptions of learning already in place before the programme leading to the qualification is commenced;*
- 8.3.3 *exit level outcomes as indicated in paragraph 7.2 above;*
- 8.3.4 *total credits required.*
- 8.3.5 *minimum (and sometimes Maximum) credits required at specific levels;*
- 8.3.6 *integrated assessment appropriately incorporated to ensure that the purpose(s) of the qualification is achieved;*
- 8.3.7 *articulation possibilities with related qualifications (either generic or specific arrangements for articulation)*
- 8.3.8 *moderation options:*
(SAQA Draft Regulations, 1997:52)

Model 2 proposes the following format for qualifications:

EDUCATION TRAINING AND DEVELOPMENT NATIONAL DIPLOMA / DEGREE IN ETD DESIGN NQF LEVELS 5 - 6
Purpose:
Learning assumed to be in place:
Range statement:
Exit level outcomes: A qualified practitioner at this level is able to: Present evidence of PRACTICAL COMPETENCE: <i>the demonstrated ability to consider a range of options/possibilities and make decisions about:</i> Grounded in FOUNDATIONAL COMPETENCE: <i>the demonstrated understanding of</i> Integrated through REFLEXIVE COMPETENCE: <i>the demonstrated ability to:</i>
Rules of combination:
Units of the qualification:
Assessment criteria:
Moderation / Accreditation criteria:

Please note: In the Model 2 format the categories 8.3.4, 8.3.5 and 8.3.7 are not included. This is not because they should not be used, but because no discussion about credit allocation took place during the standard-setting process. These categories should be included in the final format.

A **comparison** between the two formats shows that:

1. The Model 2 format uses all the categories proposed by SAQA.

2. SAQA category 8.3.8 (Integrated Assessment) has been replaced with "Assessment Criteria.

This category applies to all the units in the qualification and it is not repeated at Unit level.

- 3 In addition three more categories have been included. They are:

- **Range Statement**
- **Rules of Combination**
- **Units of qualification**

The "Range Statement" provides essential information to prospective learners, curriculum developers and assessors.

The other two categories show the **relationship** between the qualification and its composite units.

Units of Qualification

The SAQA Draft Regulations propose the following format for **unit standards**:

A unit standard shall consist of:

1. *a unit standard title*
2. *a SAQA approval logo*
3. *a unit standard number*
4. *a unit standard level on the NQF*
5. *the credit attached to the unit standard*
6. *the field and sub-field of the unit standard*
7. *the issue date*
8. *the review date*
9. *purpose of the unit standard*
10. *learning assumed to be in place before this unit standard is commenced*
11. *specific outcomes to be assessed*
12. *assessment criteria, including essential embedded knowledge*
13. *accreditation process (including moderation) for the unit standard*
14. *range statements as a general guide for the scope, context, and level being used for this unit standard*
15. *a "notes" category which:*
 - 15.1 *must include critical cross-field outcomes supported by the unit standard;*
 - 15.2 *should include references to essential embedded knowledge if not addressed under Assessment Criteria (item 12), and*
 - 15.3 *may include other supplementary information on the unit standard.*

(SAQA Draft Regulations, 1997:47)

Model 2 proposes the following format for **units of qualification**:

SAQA Logo	UNIT TITLE	ETDP Logo
NQF level: Field: Sub-field: Relationship to qualification:		
Title: Quality focus: Specific and critical outcomes to be assessed: Practical Competence: <i>The demonstrated ability to identify options and possibilities and make decisions about:</i> Grounded in: Foundational competence: <i>A demonstrated understanding of:</i> Integrated through: Reflexive competence: <i>Demonstrated ability to:</i>		

Please note: In the Model 2 format the categories 3, 5, 7 and 8 have not been included. This is not because they should not be used, but because this information was not available at the time of writing the standards.

A **comparison** between the two formats shows that:

1. A new category "Relationship to Qualification" has been added.

This category shows that units are not free-standing or discrete, but that they relate to one or more qualifications.

This does not mean that learners have to be credentialed for all the units in a qualification at the same time. They may apply for credentialing of only one unit at a time, but they should always be aware of the relationship of that unit to the "full qualification".

2. The category "purpose of the unit standard" has been replaced with a new category called "Quality Focus".

This category relates to an aspect of **applied competence** stated at qualification level and provides the connecting mechanism between units and qualification.

3. SAQA category 10 ("learning assumed to be in place") is stated at qualification level and applies to all the units in the qualification.
4. SAQA categories 12 ("assessment criteria"), 13 ("accreditation or moderation criteria") and 14 ("range statement") are not used at unit level. They are stated at qualification level and apply to all units in that qualification.
5. SAQA category 13 ("notes") has been dropped.

The applied competence format used at specify learning outcomes at qualification and unit level, makes this category unnecessary.

3.2.3 THE RELATIONSHIP BETWEEN QUALIFICATIONS AND UNITS

Model 2 has consistently argued that **standards** are represented by:

1. **the combination of units that form a qualification;**
2. **the interrelationship between practical, foundational and reflexive competence as expressed in the 'exit level outcomes' of the qualification;**
3. **the interrelationship between practical, foundational and reflexive competence as expressed in the 'critical and specific outcomes' at unit level.**

In relation to 1 above decisions had to be taken about what should count as a unit. If units were not to be key result/performance areas in a job description, nor modules in a curriculum, how then should they be defined?

Three questions were developed to serve as criteria for units:

1. **Is there transformation for value-adding required in X?**

If the answer is "yes", then describe the desired transformation. This description of what value should be added, becomes the "quality focus" of the unit.

If the answer is "no" then X does not constitute a unit.

2. **Are decisions made about X?**

This question is crucial for 'practical competence' and opens up many possibilities for what can count as a unit. There are, for instance, many areas in ETD which are not

directly do-able in performance terms, but about which decisions about who, what, why, where, when and how are made.

An example would be a unit such as "Contextual Understanding". The unit relates to how contexts should be taken into account in Teaching, ETD Design and ETD Management. A person cannot "do" a context, but s/he certainly makes decisions about context.

3. **Is there a substantial body of knowledge related to X?**

This question is crucial for 'foundational competence'. If X is just a procedure to be "rote learnt" then it does not count as a unit, as there is no scope for broadening or deepening of competence.

If a proposed unit did not meet **all three** of these criteria, then it did not count as a unit.

Note: We often found that we identified areas as units - only to find later that they were learning outcomes within another unit. In this way it was possible to cut down on the number of units in a qualification. During the process we realised that 'units' are not obvious or "voor die hand liggend" (a term used during our workshops). One moves the "bits" around, making them bigger or smaller, until the "whole" of the units (in other words the qualification) poses a set of standards that represent "**quality**" in practice.

EVALUATION AGAINST CRITERIA SET FOR FIELD-TESTING

At the start of Phase 3 a set of substantive and process criteria for the evaluation of Model 2's Phase 3 work was drawn up by the Model 2 team members and subsequently ratified by the Steering Committee. These criteria guided the Phase 3 work

A brief evaluation against each of the stated criteria is presented in this section. The evaluation is from a Model 2 team perspective and remains to be corroborated by readers of this report.

1. VALIDITY OF THE SUB-FIELD DELINEATION (HAS IT HELD UP?)

Despite the difficulties in ascertaining the boundaries of ETD sub-fields which was discussed in 1.2 of the "ETD sub-field" section, sub-field delineation was confirmed as an important aspect of Model 2.

- Sub-field delineation allows the **complexity** of a SAQA learning field to emerge.
- Sub-field delineation ensures that the **differences** between various parts of a field are recognised and respected, rather than being obscured in "common" assumptions about the field as a whole. It also allows for **commonalities** to emerge
- Sub-field delineation ensures that **all "voices"** in the ETD field are heard and treated equally - not just the most dominant or powerful sectors.
- Sub-field delineation highlights issues of **articulation and transferability** and forces standard-setters to consider these issues from the start.
- Sub-field delineation compels continual **cross-validation**, allowing a range of perspectives on different issues and contributing to a deeper and more nuanced understanding of the dynamics of the field as a whole.

While Model 2 does not hold the position that the provisional sub-field delineation used in Phase 3 is the only possible delineation, it provided an adequate basis for decisions about strategic focus and learning priorities.

2. ARTICULATION WITH REGARD TO COMMONALITY AND FLEXIBILITY ACROSS SUB-FIELDS

Articulation is best expressed in the qualifications at the NQF level 5-6. Both the concepts '**common**' (or 'generic') and **elective** were used in the composition of these qualifications. The Fundamental Category provides the common base for all three qualifications, while contextual differences are accommodated in the Elective Category.

Candidates can gain credit for Core units which are **common** to all three core blocks . before they make a specialisation choice.

The statement of assessment and moderation criteria at qualification level, further ensures **commonality** or equivalence in the standards set in all units.

In all qualifications the units can be credentialed one at a time or in combination, for maximum **flexibility**.

A range of qualification options are possible, which provide **flexible** pathways for learners.

Model 2 is thus of the opinion that this criterion was met.

3. FIELD ANALYSIS CORROBORATION

This criterion was only partially achieved. Three mechanisms were used to obtain corroboration. The draft field analyses plus an attached questionnaire were sent out or handed to:

- all members of the Steering committee as stakeholder representatives;
- a number of referees in each sub-field;
- all Plenary members who attended the Plenary on 13 November 1997.

Despite these measures less than 10 written responses were received overall.

The Conceptual Co-ordinator also provided useful feedback from workshops or meetings held with stakeholder groups.

Most of the corroboration occurred when team members contacted or arranged meetings with knowledgeable people who were known to them in the sub-field. The Model 2 team had anticipated a poor response to questionnaires and had included personal contact with respondents in their initial plan of action, but this did not happen as consistently as it should have, due to time pressures.

Changes in stakeholder representation also limited depth of discussion, where it did take place. Respondents often had little prior knowledge of the work of the ETD Practices Project and much time was spent explaining the Project, rather than obtaining corroboration. A recommendation in this regard will be made in the next section.

4. HOW IS A FUTURE-ORIENTATION REFLECTED IN THE QUALIFICATIONS?

A future-orientation was achieved by:

- including a 'Quality Focus' in each unit of qualification;
- the combination of units in each qualification. The unit combination represents ETD practices of the future, rather than reflecting current practices, which are often quite limited in their scope.

5. DO QUALIFICATIONS CAPTURE PRACTICAL, FOUNDATIONAL AND REFLEXIVE COMPETENCES?

This criterion is met at both 'qualification' and 'unit of qualification level'. Applied competence is one of the most innovative aspects of Model 2 and it is also one of the crucial links between qualifications and their composite units.

6. DO QUALIFICATIONS REFLECT A COMBINATION OF OCCUPATIONAL, CONTEXTUAL AND ETD EXPERTISE?

The interrelationship between the three forms of expertise is established in the three compulsory units in the Fundamental category. ETD and Contextual expertise are extended and deepened in the Core and Elective categories.

7. HAS THE SAQA FORMAT BEEN USED AS A GUIDELINE?

Section 3.2 provides a detailed account of how the SAQA format was used and adapted during the standard-setting process.

The three SAQA learning categories provided the framework for all qualifications.

Our evaluation is therefore positive in relation to this criterion. We also hope that the adaptations or changes made, will be considered by SAQA in order to enhance the current format.

8. WHAT CAPACITY FOR STANDARD-SETTING HAS HAPPENED?

The process of the Model 2 field-test allowed for capacity-building only amongst members of the team. All members participated vigorously in discussions and decisions. All members attempted to develop units of qualification and through this collective process a common grasp was achieved. It is hoped that those team members who were seconded by their organisations, will take their standard-setting expertise back to their organisations. It is also hoped that other team members will make their expertise widely available.

Although such capacity building might be considered to be on too limited a basis, lack of sufficient time to complete the full Model 2 standard-setting cycle did not allow for wider participation during the field-test. It was initially envisaged that the provisional results would be disseminated widely through provincial, regional and sectoral 'road shows' and that this process would include a 'training' component which would give a wide range of people access to Model 2's standard-setting processes.

The Model 2 team is therefore satisfied with the capacity that was developed amongst team members during the field-test. We have always understood that standard-setting is not something which can be adequately conveyed in a short workshop or as a step-by-step procedure. It is not a superficial capacity, but something which is acquired over time and with effort. Our developmental process as individuals and as a group confirms this position.

Prospective standard-setters have to develop a deep and nuanced understanding of their field or sub-field, before they can begin to conceptualise what standards might look like. They should be prepared to grapple with the issues involved and they should be prepared to revise their initial proposals. Above all, they should be prepared to consider and take seriously all parts of the learning field and not just protect the interests of their own sites of practice.

RECOMMENDATIONS TO SAQA

ELEMENTS OF THE STANDARDS-SETTING PROCESS WHICH ARE VITAL FOR STANDARD-SETTING

1. Some form of broad stakeholder agreement around what constitutes **transformation and quality** in a SAQA learning field. This could range from a theoretical model through to an agreed vision. The NQF and RDP principles should be central to the envisioning process.
2. Some form of **field delineation** and agreement around major future trends in sub-fields.
3. An agreed plan which balances and defines the **involvement** and roles of an expert core team, stakeholder processes and the place of practitioners as role players.
4. A **representative and stable referent group** which is committed to standard-setting in the learning field.
5. The development of an **agreed learning progression pathway (or qualifications ladder)** for the learning field as a whole, which is internally coherent and links all the parts or sub-fields of a learning field.
6. **Qualifications** in their broadest sense, or coherent parts of qualifications, need to be spelled out and need to record all the information required by SAQA.
7. Qualifications and their composite units qualifications (the standards) need to be **written** so that they **reflect the agreed vision of future transformation** and are expressed in terms of **applied competence**.
8. The **relationship** between units and the qualifications to which they relate, need to be clearly stated and included in the information required by SAQA.

RECOMMENDATIONS AROUND STANDARDS WRITING

1. The group involved in the negotiations around transformation and the sub-field analyses need to be **involved** in the production of the first draft of the qualifications and their composite units – it should not be an individual effort.
2. Units should be written in the **context** of all other units that make up that particular qualification or part-qualification. This is best done as part of the group process mentioned in 1. above.

RECOMMENDATIONS AROUND THE USE OF STANDARDS

1. Qualifications and units should **serve all the purposes of standards**. They should not be task performance standards, neither should they be modules of a curriculum. They should be able to be used by all stakeholders for their respective purposes.
2. Units (standards) should primarily be used by the ETQAs as **templates** against which institutional offerings are measured for accreditation purposes.