

KRG and quality assurance

Presentation 2:

Kha re gude event 30th March 2012



Purpose:

“To look at the KRG programme in relation to quality”

- What are “standards” and why do we need them?
- What is the relationship between the ABET Unit Standards and the KRG programme?
- What are the principles of the KRG programme and how do these relate to the NQF?
- How do we put this all together to make sure that a KRG certificate means a “good standard”?

Feedback on reflection & evaluation

- **Coverage:** 3 Coms & 3 ML US covered in the main. KRG clearly addresses reading & writing, through initial literacy in home language, and speaking & listening through “English for everyone”.
- KRG 240 hours of contact time fits the 30 credit/notional hours framework, given encouragement to practise & apply skills learned in own time. Generally accepted approach.

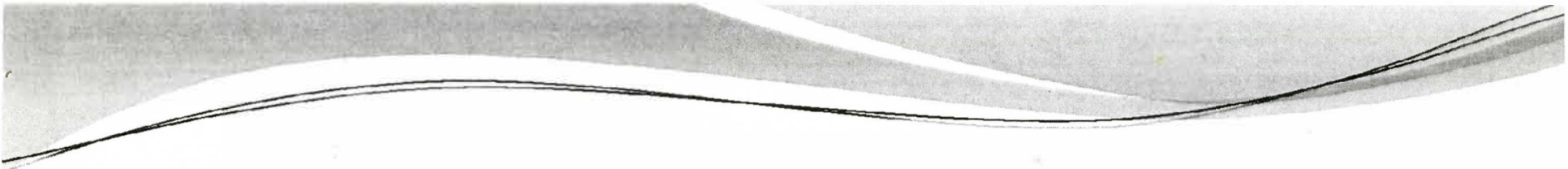


Feedback: Assessment

- **Formative assessment** for progress in the programme materials. KRG encourages ‘assessment **for** learning, not just **of** learning’ in its activity-based approach, and pair work discussions.
- Main assessment tool is the **Learner’s Assessment Portfolio**
- **Verification Tasks:** Reading, Writing and Numbers tasks used as a moderating instrument.

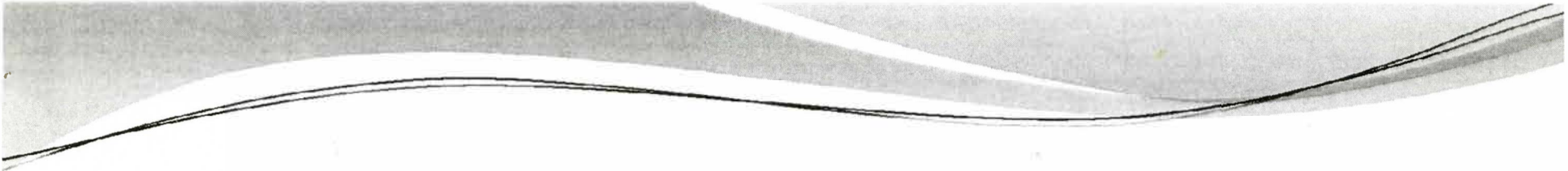
Assessment challenges & solutions

- Issues with Portfolios as an assessment method:
 - Standardisation of evidence
 - Standardisation of marking
 - Authenticity
 - Moderation challenges
- KRG addresses these by:
 - Very structured Portfolio tasks for learner evidence
 - Detailed guidelines and formats for marking, and good facilitator training



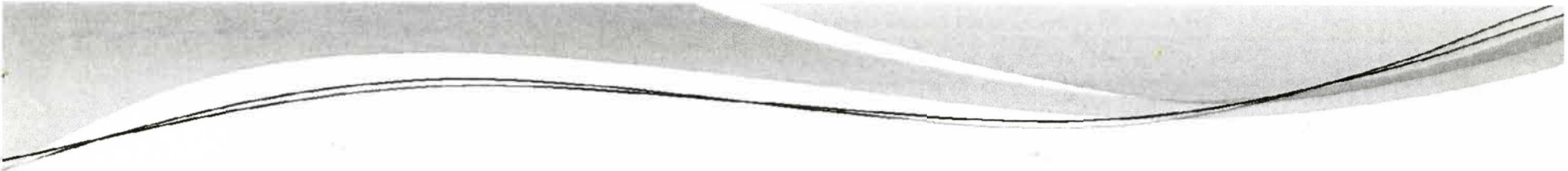
KRG solutions contd.

- Authenticity confirmation through Verification Tasks on a sample basis. Accepted practice to deduce from samples.
- Structured moderation process: KRG process evolving over time. Key elements:
 - Moderator training
 - Standardised procedures
 - Introduction of the Verification Tasks



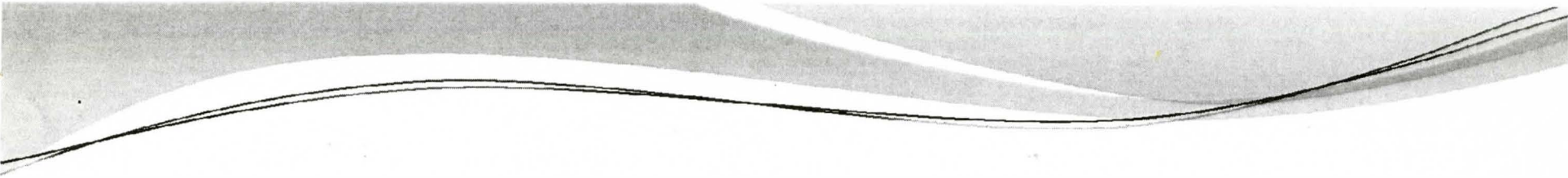
CCFOs

“These critical outcomes describe the qualities which the NQF identifies for development in students within the education and training system, regardless of the specific area of content of learning i.e. those outcomes that are deemed critical for the development of the capacity for life long learning. These outcomes are intended to direct the thinking of policy makers, curriculum designers, facilitators as well as the learners themselves.” [SAQA, The NQF & Curriculum Development, 2000.]



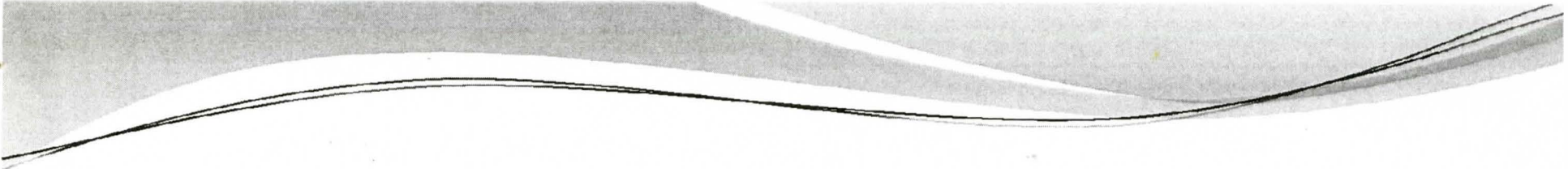
Some debates

- First seven considered potentially assessable in context; second five not necessarily.
- Differentiate between 'enabling outcomes' and 'exit outcomes' (Spady):
 - 'Outcomes are meant to be the result of learning. However, many of the critical outcomes are processes that underpin learning, or are applied continuously in the context of specific learnings. They are not necessarily a definable goal which is reached outside of a context or a learning process.' (King, 2008)

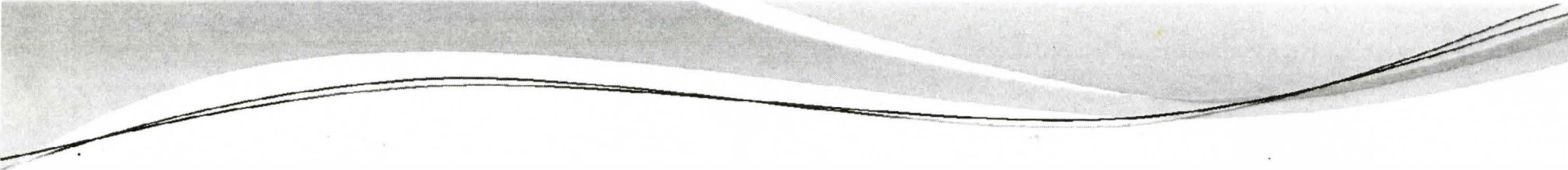
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- The application of the outcomes: the issue here was to ensure that the critical outcomes became what SAQA termed as 'actionable' in education and training, with the focus on where and how they should be built into unit standards to ensure that they are taken seriously. Where the critical outcomes most usefully 'belong', and how to activate them, is a key question.
 - International literature on core skills or core competencies: basic foundational skills (literacy & numeracy) separated out from key competencies.

CCFOs contd.

‘The critical outcomes, sometimes called generic skills or essential skills or core skills, have been deemed problematic for learning programme developers on two counts. The first is ‘the impossibility of decontextualising statements about core skills with any meaning’ (Wolf). The problem is not so much that these skills do not exist or that they cannot be identified, but rather that they are, by definition, inseparable from the contexts in which they are developed and displayed. The separation of a critical outcome from a specific outcome e.g. problem solving in the context of electricians’ work or law, does not necessarily give the concept independent value. The nature of problem-solving in law is different from the nature of problem solving in electricians’ work. Others however would argue that regardless of context there are common features in approach, attitude, process and management that are common to all successful problem-solving contexts.’ (SAQA NQF & Curriculum Development 2000)

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- International literature mainly on workplace skills key competencies, with basic literacy & numeracy assumed: not much on linking acquisition of the key competencies to those who have little or no literacy skills or basic formal education, central concerns for ABET. The SA Critical Outcomes, by contrast, do not state any assumptions as to the starting point for development of the outcomes, and do not address the idea of a 'foundation' for key competencies or critical outcomes.
 - This is a key issue for ABET:

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- If the Critical Outcomes are located in learning area content and contexts, the question is whether there is sufficient content, especially at the lower ABET levels, for learners to engage with the complexities of the Critical Outcomes, and for providers to deal with progression issues. As Lyster points out, ‘... ABET is at its very heart, a foundational subject upon which all other education is built’, and ‘literacy is the primary mechanism on which other subjects build’ (Lyster in Hemson 1998, p.73). She reminds us that ‘...its an incredibly complex, slow and arduous process to teach someone simply to read and write and calculate’ (p 77), and the focus on other outcomes has the effect of undervaluing the real foundational skills needed for further learning.



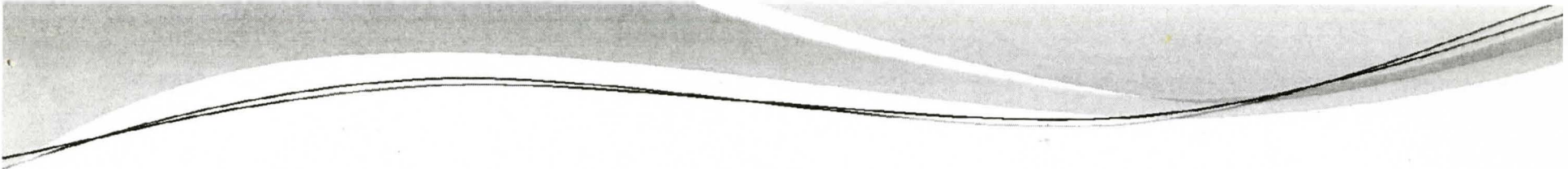
KRG Materials: Key Features

- **Fit-for-purpose:** clear methodology for teaching initial literacy [phonics, visual literacy, psychomotor skills...] and initial numeracy [carefully staged progression in terms of complexity, application and practice ...]
- [Is it a limitation of the ABET Level 1 US that no definition of literacy or accepted literacy method is articulated? Or is literacy seen as an enabling outcome 'on the way' to ABET Level 1 outcomes?]



Key features contd.

- Good practice adult education approaches:
 - Relevance: themes and contexts for real life and practical situations; balance between functional and transactional texts and personal texts
 - Motivation: facilitator guidelines on how to motivate, reinforce and encourage learners; practical applications
 - Interactive and activity-based
 - Acknowledgement of prior learning and experien
- Some skills and processes activating the CCFOs: e.g. communication, working with others, problem solving



Key features contd.

- Good practice materials:
 - Learner materials and facilitator guide
 - Clear structure and plan for programme
 - Progressive build up of skills
 - Visually appealing
 - User friendly (e.g. good layout, readable fonts, adequate spacing, logical and consistent numbering and heading conventions ...o
 - Varied and relevant 'content'

Bringing it all together

