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NOTICE TO:

SUBSCRIBERS

OF

GOVERNMENT GAZETTES

Subscribers who have previously arranged to collect their weekly publications of *Government Gazettes* from the Government Printing Works in the Masada Building, are hereby requested to collect their publications from the Old Government Printing Works Building at the Security Officer's Bay at the Proes Street entrance, with effect from the 16th of October 2006.

We look forward to your ongoing support

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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 1088

3 November 2006



SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In order to proceed with the recognition of Standards Generating Bodies in terms of Government Regulations 19(1)(c) and 22(2) of 28 March 1998, National Standards Body 09, Health Sciences and Social Studies, invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as SGB applicants below.

In addition, SAQA invites submissions from interested parties wishing to serve on such an SGB. Interested parties should take note of the section on SGB Information below.

All nominations/ applications should be accompanied by curricula vitae.

More information regarding this application may be obtained on the SAQA website or from the SAQA offices.

Comment should reach the NSB at the address below by not later than **2 December 2006**. All correspondence should be marked **SGB for Ancillary Health Care** and be addressed to:

<p>The Director: Standards Setting and Development SAQA <i>Attention: Mr. D Mphuthing</i> Postnet Suite 248 Private Bag X06 Waterkloof 0145 or faxed to 012 – 431-5144 e-mail: dmphuthing@saqa.co.za</p>

SGB INFORMATION

As a necessary step in the development and implementation of the National Qualifications Framework, The National Standards Bodies are briefed [regulation 19(1)(c) of 28 March 1998] to recognise or establish Standards Generating Bodies (SGBs).

SGBs shall:

- a. generate standards and qualifications in accordance with the Authority requirements in identified sub-fields and levels;
- b. update and review standards;

- c. recommend standards and qualifications to National Standards Bodies;
- d. recommend criteria for the registration of assessors and moderators or moderating bodies; and
- e. perform such other functions as may from time-to-time be delegated by their National Standards Body.

Any bodies wishing to nominate representatives, make application to serve on, or make any other submission with regard to the above SGB should note the following information.

SGBs should be composed of organisations, which shall be key education and training stakeholder interest groups and experts in the sub-field. The NSB, when making its final decisions will have due regard for, among other things, *'the need for representativeness and equity, redress and relevant expertise in terms of the work of the SGBs.'*

Organisations proposing to nominate persons to SGBs should be sensitive to the need for **equity** and **redress**, and shall nominate persons who-

- (a) will be able to consider issues of productivity, fairness, public interest and international comparability as related to education and training in the sub-field;
 - (b) enjoy credibility in the sub-field in question, who enjoy respect; have the necessary expertise and experience in the sub-field and have the support or backing of the nominating body;
 - (c) are able to advocate and mediate the needs and interests of all levels within the sub-field covered by the Standards Generating Body;
 - (d) are able to exercise critical judgement at a high level; and
 - (e) are committed to a communication process between the Standards Generating Body, the National Standards Body and the Constituency.
-

PUBLIC NOTICE BY ORGANISING FIELD 09, HEALTH SCIENCES AND SOCIAL SERVICES, OF A DECISION TO RE-REGISTER THE SGB FOR ANCILLARY HEALTH CARE

Organising Field (OF) 09 hereby gives notice of a decision to re-register the SGB for Ancillary Health Care for NQF levels 1 - 4

Brief of the SGB

1. Identify transformation, development, access and equity issues relevant to ancillary health care and develop mechanisms to include these issues within the qualifications and standards as envisaged in (3) below [*Regulation 24 (1)(e)*]
2. Develop learning pathways for potential qualifications and unit standards in the area of ancillary health care from NQF level 1 through to NQF level 4 [*Regulation 24 (1)(a)*].
3. Generate qualifications and unit standards in accordance with SAQA requirements in the area of ancillary health care in terms of requirements of relevant legislation and the establishment of best practices and ethics across the working environment [*Regulation 24 (1)(a)*].
4. Recommend qualifications and standards generated under paragraph 3 above to SAQA [*Regulation 24 (1)(c)*].
5. Liaise with other Standards Generating Bodies in Organising Field 09 or any other Organising Field whose briefs mandate them to generate ancillary health care related qualifications and/or unit standards [*Regulation 24 (1)(a) & (e)*].
6. Recommend criteria for the registration of assessors and moderators or moderating bodies [*Regulation 24 (1)(d)*].
7. Review these qualifications and unit standards and effect the necessary changes [*Regulation 24 (1)(b)*].
8. Perform such other functions as may from time to time be delegated by SAQA [*Regulation 24 (1)(e)*].

COMPOSITION OF THE SGB

NOMINEE	WORKPLACE	NOMINATING BODY	QUALIFICATION / EXPERIENCE
Bakker, J J	SA Red Cross Society	S A Red Cross Society	<ul style="list-style-type: none"> Registered Nurse (RN) Registered Midwife (RM) 22 years' clinical and field first aid experience
Cameron, S	Hospice Palliative Care Association (HPCA)	HPCA	<ul style="list-style-type: none"> Higher Dip: Teaching MA PG Dip: Functional Therapy 20years' field experience as Hospice worker
Charles-Reber, H W	Ingozi Medicals	Western Province: Health Workers Service Providers Association	<ul style="list-style-type: none"> RN RM Dip: Occupational Health & Safety Pharmacology for RNs 36 Years' clinical experience
Levendal, E	South African AIDS Vaccine Initiative	The Medical Research Council	<ul style="list-style-type: none"> RN RM Dip Nursing Education M Public Health BA Soc Sc 28 years' clinical experience
Matebogo, J	Soul City	Soul City	<ul style="list-style-type: none"> MA B Tech Human Resource Development 3 years' training and development experience
Masilela, I	S.A. Federation for Mental Health	S.A. Federation for Mental Health	<ul style="list-style-type: none"> RN RM BA Honours: Soc Work 15 years' clinical nursing experience 2 years' social work experience 8 years' experience in project management
Ngubo, T E	Nolu Development Services	Nolu Development Services	<ul style="list-style-type: none"> MA Cur: Community Health 15 years clinical nursing experience 10 years' experience in training and management
Nkosi, B J	Cotlands Baby Sanctuary	Cotlands Baby Sanctuary	<ul style="list-style-type: none"> RN RM Dip: Nursing Education & Community Health Science Dip: Nursing Administration 15 years' clinical nursing experience 7 years' experience managing & training Home Caregivers

Southgate, K A	REHAB – (Rehabilitation of persons with Disabilities)	REHAB	<ul style="list-style-type: none"> • RN • RM • Dip: Nursing Education • BA: Eng & Psychiatry • Cert: ABET Practice • Cert: General Counselling • 12 years' clinical nursing experience • 26 years' education, training, counselling and management experience
Trueman, K	IPAS SA – (Women's Reproductive Health)	IPAS SA	<ul style="list-style-type: none"> • RN • RM • B Com • 16 Years' clinical nursing experience • 8 years' education, training and skills' development and administration

No. 1089

3 November 2006

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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

Occupationally-Directed Education and Training Development Practitioners

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

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualifications and unit standards. The qualifications and unit standards can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, **Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.**

Comment on the qualifications and unit standards should reach SAQA at the address *below and no later than 2 December 2006*. All correspondence should be marked **Standards Setting – SGB for Occupationally-Directed Education and Training Development Practitioners** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: dmphuthing@saga.co.za

DR. S. BHIKHA

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Bachelor: Occupationally Directed Education Training and Development Practices

SAQA QUAL ID	QUALIFICATION TITLE		
50330	Bachelor: Occupationally Directed Education Training and Development Practices		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Occupationally-directed ETD Practitioners	5		
QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD	
National First Degree	Education, Training and Development	Adult Learning	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	360	Level 6	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

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

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

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

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

Rationale:

Education, Training and Development (ETD) is a priority area within the South African context and is supported by legislation, national policies and strategies. In order to meet the ETD requirements of the workplace, within the context of a quality assured environment and processes, it is important to identify and recognise competent ETD practitioners at various levels, and in particular to have access to the services of those with high level specialist skills within the key ETD roles.

This qualification will provide a means to give recognition to experienced ODETD practitioners, thus making it possible for practitioners to increase their employment prospects, and at the same time provide a means whereby organisations can appoint experienced practitioners in line with proven competencies.

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

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

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that practitioners have expertise in the subject/occupation field in which they intend to provide education, training and development, at a level required to engage meaningfully in ETD within that field.

It is also assumed that learners towards this qualification hold a FETC or equivalent. Further learning assumptions are specified within the associated unit standards where required.

Recognition of prior learning:

This qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined exit level outcomes and/or individual unit standards. Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records. All such evidence will be judged in accordance with the general principles of assessment and the requirements for integrated assessment.

Access to the qualification:

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

QUALIFICATION RULES

Fundamental:

- >Learners are required to achieve 20 Fundamental credits.

Core:

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

Elective:

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

EXIT LEVEL OUTCOMES

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

Critical Cross-Field Outcomes:

This qualification addresses the following critical cross-field outcomes:

- > Identifying and solving problems in relation to designing and organising learning opportunities and in

relation to learner's difficulties within the ETD context.

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

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

- > Reflecting on and exploring a variety of strategies to learn more effectively.
- > Participating as responsible citizens in the life of local, national and global communities.
- > Being culturally and aesthetically sensitive across a range of social contexts.
- > Exploring education and career opportunities; and developing entrepreneurial opportunities.

ASSOCIATED ASSESSMENT CRITERIA

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

1.

- > Training needs are clearly defined in terms of outcomes, and are linked to performance requirements on the job.
- > Learning outcomes are aligned with given standards, including unit standards, assessment standards, qualifications or job requirements.
- > The design meets target audience needs, and is appropriate to the subject matter.
- > The design caters for learners with special needs.
- > Approaches used comply with adult learning principles and are suitable for achieving the defined outcomes.
- > The design includes evaluation strategies capable of revealing the value of programmes or interventions.
- > Learning and assessment design are compatible and promote integration.

2.

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

3.

- > Assesseees are adequately supported, prepared and assisted in assessment and/or RPL processes, without compromising the assessment process or results.
- > Assessment instruments are fit-for-purpose and facilitate the integration of assessment in learning and work environments.
- > Assessment practices are in line with the principles of outcomes-based assessment.
- > Assessment decisions are reliable and relevant to pre-determined outcomes.
- > Feedback is relevant and is given in a constructive manner.

4.

- > Learners requiring support are identified proactively and sensitively.
- > Support is given in a manner that enables learners to define objectives, clarify issues, help manage expectations and identify learning path and opportunities.
- > Support assists learners to identify and understand assessment opportunities, processes and benefits,

including the nature and benefit of RPL.

- > Support ensures learners experience the maximum benefit from learning and assessment, and helps them prepare for and cope with learning and assessment.
- > Barriers to learning (e.g. psychological, social, historical, gender, disability) are diagnosed and problems are solved cooperatively within given frameworks. Referrals are made as required to appropriate professionals.
- > Support helps to create a safe learning environment and promotes objectives of learning and the principle of life-long learning.
- > Advice is helpful, realistic, relevant, valid, impartial and based on learner needs.

5.

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

6.

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

7.

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

8.

- > Contributions to policies and procedures provide a quality framework for the organisation and practitioners to deliver quality ETD services.
- > Evaluation instruments provide reliable feedback on the ETD cycle.
- > Evaluation instruments are administered as designed.
- > Findings from evaluations reflect the situation fairly and accurately and recommendations facilitate improvements and changes that add value to the learning environment and process.

Integrated assessment:

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

Assessors should note that evidence of integration may be presented by learners when being assessed against the unit standards - thus there should not necessarily be separate assessments for each unit standard and then further assessment for integration at exit level outcome level. Well designed assessments, including formative and summative, should make it possible to gain evidence against the requirements of each unit standard while at the same time gaining evidence of integration at exit level outcome level.

For the purposes of integration, assessment should be guided by the following relationships between each exit level outcome and the associated unit standards:

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

Core Unit Standards:

- > Plan and develop an organisational learning framework.

Elective Unit Standards:

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

Exit Level Outcome 2: Facilitate learning.

Core Unit Standards:

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

Elective Unit Standards:

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

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

Core Unit Standards:

- > Conduct outcomes-based assessments.

Elective Unit Standards:

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

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

Core Unit Standards:

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

Exit Level Outcome 5: Conduct skills development facilitation.

Core Unit Standards:

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

Elective Unit Standards:

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

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

Core Unit Standards:

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

Elective Unit Standards:

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

Exit Level Outcome 7: Define and evaluate standards.

Core Unit Standards:

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

Elective Unit Standards:

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

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

Core Unit Standards:

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

Elective Unit Standards:

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

Assessment should be in accordance with the following general and specific principles:

- > The initial assessment activities should focus on gathering evidence in terms of the exit level outcomes and the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. Where assessment at title level is unmanageable, then the assessment can focus on each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- > Evidence must be gathered across the entire range specified in each unit standard, as applicable. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to prove that the candidate is able to perform in the real situation.
- > All assessments should be conducted in accordance with the following universally accepted principles of assessment:
 - > Use appropriate, fair and manageable methods that are integrated into real work-related or learning situations.

- > Judge evidence on the basis of its validity, currency, authenticity and sufficiency.
- > Ensure assessment processes are systematic, open and consistent.

INTERNATIONAL COMPARABILITY

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

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

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

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

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

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

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

ARTICULATION OPTIONS

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

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

Learners can move vertically by using this qualification as the basis for further academic qualifications with ETD as a focus. Practitioners may also choose to move across and upwards in the fields of:

- > Human Resource Management Practices.
- > Generic Management.

MODERATION OPTIONS

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

NOTES

This qualification replaces qualification 48871, "National First Degree: Occupationally Directed Education, Training and Development Practices", Level 6, 360 credits.

UNIT STANDARDS

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

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

Elective	119947 Conciliate a dispute in relation to training legislation	Level 5	5	Registered
Elective	123394 Develop outcomes-based learning programmes	Level 5	10	Registered
Elective	10305 Devise interventions for learners who have special needs	Level 6	16	Reregistered
Elective	12138 Conduct an organisational needs analysis	Level 6	10	Reregistered
Elective	115755 Design and develop outcomes-based assessments	Level 6	10	Registered
Elective	115759 Conduct moderation of outcomes-based assessments	Level 6	10	Registered
Elective	117858 Design and develop qualifications for assessment, education, training and development	Level 6	6	Registered
Elective	123391 Develop education, training and development (ETD) policies and procedures for an organisation	Level 6	12	Draft - Prep for P Comment
Elective	123401 Design outcomes-based learning programmes	Level 6	15	Registered
Elective	15191 Evaluate education, training and development providers	Level 7	15	Reregistered
Elective	116587 Develop, support and promote RPL practices	Level 7	10	Registered
Elective	117861 Evaluate compliance of documented standards and qualifications with quality criteria	Level 7	6	Registered
Fundamental	10301 Complete a research assignment	Level 6	20	Reregistered

No. 1090

3 November 2006



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate:Occupationally Directed Education Training and Development Practices

SAQA QUAL ID	QUALIFICATION TITLE		
50331	National Certificate:Occupationally Directed Education Training and Development Practices		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Occupationally-directed ETD Practitioners	5		
QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD	
National Higher Certificate	Education, Training and Development	Adult Learning	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	145	Level 6	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification is for those who are qualified at Certificate, Diploma or Degree level within the Higher Education and Training (HET) band in an academic or occupational area, and wish to act in a variety of Education, Training and Development (ETD) related roles at a high level. This Certificate will enable a person to achieve recognition for Occupationally Directed Education, Training and Development (ODETD) competencies at a high level without needing to acquire a Degree in ETD. The Certificate includes competencies across all the ETD roles, with the opportunity to specialise at a high level in two or more of the following roles:

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

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

- > Analyse needs and plan learning.
- > Design and develop learning programmes and processes.
- > Facilitate learning in routine and complex situations.
- > Engage in and promote assessment practices.
- > Facilitate and manage skills development in an organisation.
- > Define and evaluate standards and qualifications.
- > Evaluate HRD interventions.

Rationale:

Education, Training and Development (ETD) is a priority area within the South African context and is supported by legislation, national policies and strategies. In order to meet the ETD requirements of the workplace, within the context of a quality assured environment and processes, it is important to be able to identify and recognise competent ETD practitioners at various levels.

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

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

This qualification will provide a means to give recognition to experienced ODETD practitioners, thus making it possible for practitioners to increase their employment prospects, and at the same time provide a means whereby organisations can appoint experienced practitioners in line with proven ETD competencies at a high level.

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

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that practitioners have expertise in the subject/occupation field in which they intend to provide education, training and development, at a level required to engage meaningfully in ETD within that field, and have a Certificate or Diploma at least at level 5.

Further learning assumptions are specified within the associated unit standards where required.

Recognition of prior learning:

This qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined exit level outcomes and/or individual unit standards.

Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment and the requirements for integrated assessment.

Access to the qualification:

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

QUALIFICATION RULES

Fundamental:

> Learners are required to achieve 20 fundamental credits.

Core:

> Learners are required to achieve all 80 core credits.

Elective:

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

EXIT LEVEL OUTCOMES

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

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

Critical Cross-Field Outcomes:

This qualification addresses the following critical cross-field outcomes:

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

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

- > Reflecting on and exploring a variety of strategies to learn more effectively.
- > Participating as responsible citizens in the life of local, national and global communities.
- > Being culturally and aesthetically sensitive across a range of social contexts.
- > Exploring education and career opportunities; and developing entrepreneurial opportunities.

ASSOCIATED ASSESSMENT CRITERIA

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

1.

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

2.

- > Preparation is sufficient to ensure all resources and arrangements are in place and the learning site is fit-for-purpose.
- > Formal plans and structures are implemented according to plans, using appropriate methodologies and in a manner that achieves the learning objectives.
- > Facilitation is professional and ensures the physical and psychological safety of the learners.
- > Problems are solved appropriately using a range of techniques.
- > Facilitation is self-monitored and behaviour is modified to address weaknesses or difficulties.

- > Facilitation provides for application in workplace.
- > Facilitation approach creates opportunities for assessment.
- > Feedback on performance is given in a constructive manner and is direct, relevant, honest and valuable.
- > Recommendations are provide to facilitate personal and professional growth of learners.
- > Learners are supported to ensure they experience the maximum benefit from learning and assessment, and help them prepare for and cope with learning and assessment.

3.

- > Assesseees are adequately supported, prepared and assisted in assessment and/or RPL processes, without compromising the assessment process or results.
- > Assessment instruments are fit-for-purpose and facilitate the integration of assessment in learning and work environments.
- > Assessment practices are in line with the principles of outcomes-based assessment.
- > Assessment decisions are reliable and relevant to pre-determined outcomes.
- > Feedback is relevant and is given in a constructive manner.

4.

- > Learning is promoted in line with individual and organisational needs, using appropriate and effective communication techniques.
- > Skills development is coordinated in line with the ETD plan.
- > Records are clear, accessible, accurate and up to date.
- > Resources are allocated and used effectively and within budgets.
- > Leadership provides focus and direction in line with individual needs and organisational strategy.
- > Learning and assessment are managed to meet learner and organisational needs, according to relevant ETD plans.
- > Records are accurate and up to date.

5.

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

6.

- > Contributions to policies and procedures provide a quality framework for the organisation and practitioners to deliver quality ETD services.
- > Evaluation instruments provide reliable feedback on the ETD cycle.
- > Evaluation instruments are administered as designed.
- > Findings from evaluations reflect the situation fairly and accurately and recommendations facilitate improvements and changes that add value to the learning environment and process.

Integrated assessment:

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

Assessors should note that evidence of integration may be presented by learners when being assessed against the unit standards - thus there should not necessarily be separate assessments for each unit standard and then further assessment for integration at exit level outcome level. Well designed assessments, including formative and summative, should make it possible to gain evidence against the requirements of each unit standard while at the same time gaining evidence of integration at exit level outcome level.

For the purposes of integration, assessment should be guided by the following relationships between each exit level outcome and the associated unit standards:

Exit Level Outcome 1: Analyse needs and plan and design learning

Fundamental unit standard:

- > Complete a research assignment.

Core unit standards:

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

Elective unit standards:

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

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

Core unit standards:

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

Elective unit standards:

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

Exit Level Outcome 3: Engage in and promote assessment practices

Core unit standards:

- > Conduct outcomes-based assessments.

Elective unit standards:

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

Exit Level Outcome 4: Facilitate and manage skills development in an organisation

Core unit standards:

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

Elective unit standards:

- > Coordinate planned skills development interventions in an organisation.
- > Develop plans for implementing Learnerships and Skills Programmes within a learning organisation.
- > Advise on the establishment and implementation of a quality management system for skills development practices in an organisation.
- > Manage learning at an education, training and development provider.
- > Manage assessment in a learning organisation.
- > Provide guidance on the strategic governance of NQF implementation by education, training and development providers.

Exit Level Outcome 5: Define and evaluate standards

Core unit standards:

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

Elective unit standards:

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

Exit Level Outcome 6: Evaluate HRD interventions

Core unit standards:

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

Elective unit standards:

- > Evaluate and promote ETD providers, services and products for organisational use.
- > Develop education, training and development policies and procedures for an organisation.
- > Evaluate education, training and development providers.

Assessment should be in accordance with the following general and specific principles:

- > The initial assessment activities should focus on gathering evidence in terms of the exit level outcomes and the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. Where assessment at title level is unmanageable, then the assessment can focus on each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- > Evidence must be gathered across the entire range specified in each unit standard, as applicable. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to prove that the candidate is able to perform in the real situation.
- > All assessments should be conducted in accordance with the following universally accepted principles of assessment:
 - > Use appropriate, fair and manageable methods that are integrated into real work-related or learning situations.
 - > Judge evidence on the basis of its validity, currency, authenticity and sufficiency.
 - > Ensure assessment processes are systematic, open and consistent.

INTERNATIONAL COMPARABILITY

Qualifications and/or programmes from Singapore, the United Kingdom, United States of America, Australia and New Zealand were compared based on proven best practice within the field of Education and Training. The findings regarding comparisons are as follows:

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

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

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

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

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

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

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

ARTICULATION OPTIONS

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

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

Learners can move vertically by using this qualification as the basis for further academic qualifications with ETD as a focus. Practitioners may also choose to move across and upwards in the fields of:

- > Human Resource Management Practices.
- > Generic Management.

MODERATION OPTIONS

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

NOTES

N/A

UNIT STANDARDS

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

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	15217 Develop an organisational training and development plan	Level 5	6	Registered
Core	15221 Provide information and advice regarding skills development and related issues	Level 5	4	Registered
Core	114924 Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework	Level 5	5	Registered
Core	115753 Conduct outcomes-based assessment	Level 5	15	Registered
Core	117871 Facilitate learning using a variety of given methodologies	Level 5	10	Registered
Core	117874 Guide learners about their learning, assessment and recognition opportunities	Level 5	6	Registered
Core	123397 Evaluate a learning intervention using given evaluation instruments	Level 5	10	Registered
Core	15218 Conduct an analysis to determine outcomes of learning for skills development and other purposes	Level 6	4	Registered
Core	117856 Define standards for assessment, education, training, and development	Level 6	8	Registered
Core	123392 Design and develop instruments to evaluate education, training and development	Level 6	12	Draft - Prep for P Comment
Elective	15228 Advise on the establishment and implementation of a quality management system for skills development practices in an organisation	Level 5	10	Registered
Elective	15232 Coordinate planned skills development interventions in an organisation	Level 5	6	Registered
Elective	123394 Develop outcomes-based learning programmes	Level 5	10	Registered
Elective	114922 Provide guidance on the strategic governance of NQF implementation by education, training and development providers	Level 6	4	Registered
Elective	114926 Develop plans for implementing Learnerships and Skills Programmes within a learning organisation	Level 6	5	Registered
Elective	115755 Design and develop outcomes-based assessments	Level 6	10	Registered
Elective	115759 Conduct moderation of outcomes-based assessments	Level 6	10	Registered

Elective	116810	Manage assessment in a learning organisation	Level 6	10	Registered
Elective	116811	Manage learning at an education, training and development provider	Level 6	10	Registered
Elective	117858	Design and develop qualifications for assessment, education, training and development	Level 6	6	Registered
Elective	117864	Advise and counsel learners	Level 6	8	Registered
Elective	123391	Develop education, training and development (ETD) policies and procedures for an organisation	Level 6	12	Draft - Prep for P Comment
Elective	123395	Facilitate in complex situations to create learning and growth	Level 6	10	Draft - Prep for P Comment
Elective	123399	Plan and develop an organisational learning framework	Level 6	15	Draft - Prep for P Comment
Elective	123400	Evaluate and promote education training and development (ETD) providers, services and products for organisational use	Level 6	5	Registered
Elective	123401	Design outcomes-based learning programmes	Level 6	15	Registered
Elective	15191	Evaluate education, training and development providers	Level 7	15	Reregistered
Elective	116587	Develop, support and promote RPL practices	Level 7	10	Registered
Elective	117861	Evaluate compliance of documented standards and qualifications with quality criteria	Level 7	6	Registered
Fundamental	10301	Complete a research assignment	Level 6	20	Reregistered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Develop education, training and development (ETD) policies and procedures for an organisation

SAQA US ID	UNIT STANDARD TITLE		
123391	Develop education, training and development (ETD) policies and procedures for an organisation		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Occupationally-directed ETD Practitioners	5		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Education, Training and Development	Adult Learning	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	12	Level 6	Regular

SPECIFIC OUTCOME 1

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

SPECIFIC OUTCOME 2

Develop an ETD framework and approach for the organisation.

SPECIFIC OUTCOME 3

Develop policies and procedures to guide and measure ETD practices.

SPECIFIC OUTCOME 4

Evaluate and review ETD policies and procedures.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Design and develop instruments to evaluate education, training and development

SAQA US ID	UNIT STANDARD TITLE		
123392	Design and develop instruments to evaluate education, training and development		
SGB NAME		ORGANISING FIELD ID	PROVIDER NAME
SGB Occupationally-directed ETD Practitioners		5	
UNIT STANDARD TYPE		ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Education, Training and Development	Adult Learning
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	12	Level 6	Regular

SPECIFIC OUTCOME 1

Analyse the design of evaluation instruments.

SPECIFIC OUTCOME 2

Design a range of evaluation instruments.

SPECIFIC OUTCOME 3

Develop evaluation instruments.

SPECIFIC OUTCOME 4

Critique and revise evaluation instruments.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Facilitate in complex situations to create learning and growth

SAQA US ID	UNIT STANDARD TITLE		
123395	Facilitate in complex situations to create learning and growth		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Occupationally-directed ETD Practitioners	5		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Education, Training and Development	Adult Learning	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 6	Regular

SPECIFIC OUTCOME 1

Analyse the situation.

SPECIFIC OUTCOME 2

Design and prepare the facilitation approach and process.

SPECIFIC OUTCOME 3

Facilitate group processes.

SPECIFIC OUTCOME 4

Evaluate and report on the facilitation process and effects.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Plan and develop an organisational learning framework

SAQA US ID	UNIT STANDARD TITLE		
123399	Plan and develop an organisational learning framework		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Occupationally-directed ETD Practitioners	5		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Education, Training and Development	Adult Learning	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	15	Level 6	Regular

SPECIFIC OUTCOME 1

Prepare for framework development.

SPECIFIC OUTCOME 2

Design the framework.

SPECIFIC OUTCOME 3

Develop the framework content.

SPECIFIC OUTCOME 4

Pilot and evaluate the framework.