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# Government Gazette Staatskoerant

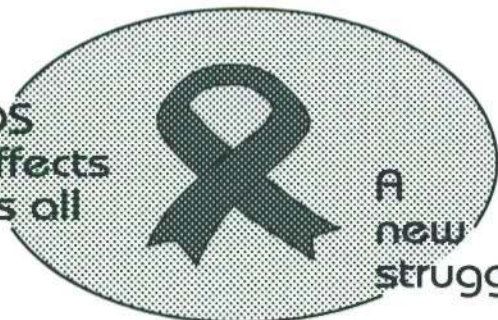
Vol. 419

PRETORIA, 3 MAY 2000  
MEI

No. 21142

**We all have the power to prevent AIDS**

AIDS  
affects  
us all



A  
new  
struggle

**Prevention is the cure**

**AIDS  
HELPLINE**

**0800 012 322**

DEPARTMENT OF HEALTH



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## GENERAL NOTICES

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### NOTICE 1213 OF 2000



*Established in terms of Act 58 of 1995*

### SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(2)(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

#### Textiles

registered by NSB 06, Manufacturing, Engineering and Technology, publishes the following unit standards-based qualifications for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purposes of the qualifications, and the titles and specific outcomes of the unit standards upon which the qualifications are based. The full qualifications and unit standards can be accessed via the SAQA web-site at [www.saqa.org.za](http://www.saqa.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 659 Pienaar Street, Brooklyn, Pretoria.

Comment on the qualifications and unit standards should reach SAQA at the address below by *no later than 5 June 2000*. All correspondence should be marked **Standards Setting – SGB for Textiles**, and be addressed to

The Director: Standards Setting and Development  
SAQA

*Attention: Mr M.C. Cosser*  
Postnet Suite 248  
Private Bag X 06  
WATERKLOOF  
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or faxed to 012 346-5812  
or e-mailed to [mcosser@saqa.co.za](mailto:mcosser@saqa.co.za)

SAMUEL B.A. ISAACS  
EXECUTIVE OFFICER

***Textile Manufacturing***  
**National Certificate in General Textiles**  
**NQF Level 2**

Field : Manufacturing, Engineering and Technology

Sub-field : Fabrication and Extraction

NQF level : 2

Credits : 120

**Purpose of the qualification:**

To provide a qualification which focuses on the general aspects of textiles processes across a range of elective areas. The qualification will give learners a wide and general knowledge of the industry and allows learners to choose an area of specialisation relevant to textiles manufacturing. Learners will be able to start up and shut down any process (wet and dry) and monitor and run a process (man-made), using given work specifications.

**UNITS STANDARDS FOR TEXTILE MANUFACTURING PROCESSES**

**Unit standards on NQF Level 2**

1. Title :Comply with housekeeping practices.
2. Title :Comply with safe working practices.
3. Title :Comply with waste reduction practices.
4. Title :Maintain positive employer / employee practices.
5. Title :Supply raw and processed material to production line.
6. Title :Describe and relate to production sectors, end uses and competitors to the textile industry.
7. Title :Maintain a textile quality assurance system.
8. Title :Conduct minor routine and breakdown maintenance on equipment and machines.



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9. Title :Read and react to machine control variables.
  10. Title :Use and maintain hand tools and equipment.
  11. Title :Interact with people in textile processes.
  12. Title :Identify calculations, terms and concepts.
  13. Title :Identify materials used to manufacture polymer, fibre, yarn or fabric.
  14. Title :Start up and shut down a warping and sizing process
  15. Title :Start up and shut down a weaving process
  16. Title : Start up and shut down a knitting process
  17. Title :Start up and shut up down a non-woven process
  18. Title :Start up and shut down a spinning process
  19. Title :Start up and shut down a spinning preparation process
  20. Title :Start up and shut down a dyeing process
  21. Title :Start up and shut down a printing process
  22. Title :Prepare additives for manufacture of polymers and fibres
  23. Title :Monitor and maintain a polymer manufacture
  24. Title :Monitor and maintain an extrusion process to manufacture fibre
  25. Title :Monitor and maintain a polymer preparation processes
  26. Title :Monitor and maintain fibre finishing processes
  27. Title :Reproduce recipes and print paste
  28. Title :Cut, bale and weigh fibres

1. Title :Comply with housekeeping practices.

Specific outcome 1.1: Clean machines

Specific outcome 1.2: Clean working environment

Specific outcome 1.3: Maintain storage and stacking equipment

Specific outcome 1.4: Apply housekeeping to demarcated areas

2. Title :Comply with safe working practice.

Specific outcome 2.1: Use machine safety

Specific outcome 2.2: Use safety equipment

Specific outcome 2.3: Comply with safety practices

3. Title :Comply with waste reduction practices.

Specific outcome 3.1: Identify, apply, monitor and record material wastage

Specific outcome 3.2: Identify, apply, monitor and record time wastage

Specific outcome 3.3: Identify, apply, monitor and record services waste

4. Title :Maintain positive employer / employee practices.

Specific outcome 4.1: Identify and meet policies and procedures

Specific outcome 4.2: Participate and interact with forums

Specific outcome 4.3: Identify structures and their roles

5. Title :Supply raw and processed material to production line.

Specific outcome 5.1: Determine material requirements, quantities and time

Specific outcome 5.2: Determine material sources

Specific outcome 5.3: Supply material to various points in the process



6. Title :Describe and relate to production sectors, end uses and competitors to the textile industry.

Specific outcome 6.1: Describe and relate to main production sectors

Specific outcome 6.2: Describe and relate to end uses

Specific outcome 6.3: Describe and relate to competitors

7. Title :Maintain a textile quality assurance system.

Specific outcome 7.1: Identify characteristics of a quality assurance system

Specific outcome 7.2: Apply, monitor and measure quality principles

Specific outcome 7.3: Identify areas for improvement to a quality assurance system

Specific outcome 7.4: Sample and perform quality checks

8. Title :Conduct minor routine and breakdown maintenance on equipment and machines.

Specific outcome 8.1: Complete documents

Specific outcome 8.2: Recognise need for maintenance plan

Specific outcome 8.3: Implement a maintenance plan

Specific outcome 8.4: Make adjustments to machine and equipment

Specific outcome 8.5: Change minor components

9. Title :Read and react to machine control variables.

- Specific outcome 9.1: Recognise and react to speed
- Specific outcome 9.2: Recognise and react to moisture and humidity
- Specific outcome 9.3: Recognise and react to pressure and vacuum
- Specific outcome 9.4: Recognise and react to temperature
- Specific outcome 9.5: Recognise and react to electricity
- Specific outcome 9.6: Recognise and react to tension
- Specific outcome 9.7: Recognise and react to time
- Specific outcome 9.8: Recognise and react to liquor ratios
- Specific outcome 9.9: Recognise and react to pick up

10. Title :Use and maintain hand tools and equipment.

- Specific outcome 10.1: Identify and describe the basic functions of hand tools and equipment used in textile processes
- Specific outcome 10.1: Use hand tools and equipment
- Specific outcome 10.2: Clean and maintain hand tools and equipment

11. Title :Interact with people in textile processes.

- Specific outcome 11.1: Handle day to day verbal communications
- Specific outcome 11.2: Complete reports and documents
- Specific outcome 11.3: Coach fellow employees
- Specific outcome 11.4: Use electronic information/communication technology

12. Title :Identify calculations, terms and concepts.

- Specific outcome 12.1: Make calculations for textile processes
- Specific outcome 12.2: Identify textile terms
- Specific outcome 12.3: Describe textile concepts



13. Title :Identify materials used to manufacture polymer, fibre, yarn or fabric.

Specific outcome 13.1: Identify materials used in the processing of fibres

Specific outcome 13.2: Identify materials used in the processing of polymers

Specific outcome 13.3: Identify materials used to manufacture yarns

Specific outcome 13.4: Identify material to manufacture fabrics

14. Title :Start up and shut down a warping and sizing process.

Specific outcome 14.1: Prepare machinery and equipment for production

Specific outcome 14.2: Obtain and prepare raw material to be processed

Specific outcome 14.3: Implement production plans

Specific outcome 14.4: Conduct shut – down procedures

15. Title :Start up and shut down a weaving process.

Specific outcome 15.1: Prepare machinery and equipment

Specific outcome 15.2: Obtain and prepare raw material to be processed

Specific outcome 15.3: Implement production plans

Specific outcome 15.4: Conduct shut down procedures

16. Title :Start and shut down a knitting process.

Specific outcome 16.1: Prepare machinery and equipment for production

Specific outcome 16.2: Obtain and prepare raw material to be processed

Specific outcome 16.3: Implement production plans

Specific outcome 16.4: Conduct shutdown procedures

17. Title :Start up and shut up down a non-woven process.

Specific outcome 17.1: Check machinery and equipment for production

Specific outcome 17.2: Obtain and prepare raw material to be processed

Specific outcome 17.3: Implement production plans

Specific outcome 17.4: Conduct shutdown procedures

18. Title :Start up and shut down a spinning process.

Specific outcome 18.1: Prepare machinery and equipment for production

Specific outcome 18.2: Obtain and prepare raw material to be processed

Specific outcome 18.3: Implement production plans

19. Title :Start up and shut down a spinning preparation process.

Specific outcome 19.1: Prepare machinery and equipment for production

Specific outcome 19.2: Obtain and prepare raw material to be processed

Specific outcome 19.3: Implement production plans

20. Title :Start up and shut down a dyeing process.

Specific outcome 20.1: Prepare machinery and equipment for production

Specific outcome 20.2: Obtain and prepare raw material to be processed

Specific outcome 20.3: Implement production plans

Specific outcome 20.4: Conduct shutdown procedures

21. Title :Start up and shut down a printing process.

Specific outcome 21.1: Prepare machinery and equipment for production

Specific outcome 21.2: Obtain and prepare material

Specific outcome 21.3: Implement production plans

Specific outcome 21.4: Conduct shutdown procedures



22. Title :Prepare additives for manufacture of polymers and fibres.

Specific outcome 22.1: Determine additive needs and prepare additive components

Specific outcome 22.2: Prepare and make up additives

Specific outcome 22.3: Provide a continuous supply of additives to ensure production is uninterrupted

23. Title :Monitor and maintain a polymer manufacturing

Specific outcome 23.1: Maintain process conditions

Specific outcome 23.2: Identify and respond to emergency conditions

Specific outcome 23.3: Maintain materials flow

Specific outcome 23.4: Identify and respond to abnormal process conditions and demands

Specific outcome 23.5: Diagnose and verify process equipment faults

24. Title :Monitor and maintain an extrusion process to manufacture fibre.

Specific outcome 24.1: Maintain process conditions

Specific outcome 24.2: Identify and respond to emergency conditions

Specific outcome 24.3: Maintain materials flow

Specific outcome 24.4: Identify and respond to abnormal process conditions and demands

Specific outcome 24.5: Diagnose and verify process equipment faults

25. Title :Monitor and maintain a polymer preparation processes

Specific outcome 25.1: Maintain process conditions

Specific outcome 25.2: Identify and respond to emergency conditions

Specific outcome 25.3: Maintain material flow

Specific outcome 25.4: Identify and respond to abnormal process conditions and Demands

Specific outcome 25.5: Diagnose and verify process equipment faults

26. Title :Monitor and maintain fibre finishing processes

Specific outcome 26.1: Maintain process conditions

Specific outcome 26.2: Identify and respond to emergency conditions

Specific outcome 26.3: Maintain material flow

Specific outcome 26.4: Identify and respond to abnormal process conditions and Demands

Specific outcome 26.5 Diagnose and verify process equipment faults

27. Title :Reproduce recipes and print paste

Specific outcome 27.1: Select equipment to reproduce recipes

Specific outcome 27.2: Measure and mix quantities, chemicals and dyes

Specific outcome 27.3: Produce prints paste

Specific outcome 27.4: Identify raw materials used in wet processes

28. Title :Cut, bale and weigh fibres.

Specific outcome 28.1: Set up and monitor the cutting process

Specific outcome 28.2: Set up and monitor baling processes

Specific outcome 28.3: Weigh fibres to specifications



***Textile Manufacturing***  
**National Certificate in Textile Processes**  
**NQF Level 4**

Field : Manufacturing, Engineering and Technology  
Sub-field : Fabrication and Extraction  
NQF level : 4  
Credits : 123

**Purpose of the qualification:**

To provide learners with a further qualification in textiles processes across a range of elective areas. This qualification builds on the level 2 qualification where learners will build onto the core areas and focus more on the elective areas. Learners will be able to monitor, run and change over any process (wet and dry) or start up and shut down a process (man-made).

**UNITS STANDARDS FOR TEXTILE MANUFACTURING PROCESSES**

**Unit standards on NQF Level 4**

1. Title :Apply housekeeping practices in a textile plant.
2. Title :Apply safe working practices in a textile plant.
3. Title :Apply waste regulations and processes to reduce waste in a textile plant
4. Title :Monitor and improve employer/employee practices in a textile plant
5. Title :Contribute to and improve on the operation of a quality assurance system
6. Title :Relate a specific area of work to the textile industry
7. Title :Lead teams in textile processes
8. Title :Describe material flow in the manufacture of textiles
9. Title :Complete a change over in a printing process
10. Title :Develop recipes and print colouration

11. Title :Make up screens for printing
12. Title :Start up and shut down a polymer manufacturing process
13. Title :Start up and shut down an extrusion process to manufacture fibres
14. Title :Start up and shut down a polymer preparation process
15. Title :Start up and shut down a fibre finishing process
16. Title :Complete a product change over to a polymer manufacturing processes
17. Title :Complete a product change over of an extrusion process
18. Title :Complete a product change over to a fibre finishing process
19. Title :Complete a product change over to a polymer preparations process
20. Title :Monitor and maintain a warping and sizing process.
21. Title :Monitor and maintain a weaving process
22. Title :Monitor and maintain a knitting process
23. Title :Monitor and maintain a non-woven process
24. Title :Complete a product change over in a weaving process
25. Title :Complete a product change over in a knitting process
26. Title :Complete a product change over in a non-woven process
27. Title :Monitor and maintain a spinning preparation process
28. Title :Monitor and maintain a spinning process
29. Title :Complete a product change in a spinning process
30. Title :Complete a product change over in a spinning preparation process
31. Title :Monitor and maintain dyeing processes
32. Title :Monitor and maintain printing processes
33. Title : Complete a product change over in a dyeing process



1. Title :Apply housekeeping practices in a textile plant.

Specific outcome 1.1: Write up housekeeping practices

Specific outcome 1.2: Identify hazards

Specific outcome 1.3: Implement housekeeping practices

Specific outcome 1.4: Monitor and coach housekeeping practices

2. Title :Apply safe working practices in a textile plant.

Specific outcome 2.1: Write up safety practices

Specific outcome 2.2: Identify hazards

Specific outcome 2.3: Implement safety practices

Specific outcome 2.4: Monitor and coach safety practices

3. Title :Apply waste regulations and processes to reduce waste in  
Plant

Specific outcome 3.1: Write up waste reduction practices

Specific outcome 3.2: Monitor and coach waste reduction practices

Specific outcome 3.3: Implement recycling practices

Specific outcome 3.4: Recognise methods to reduce waste

4. Title :Monitor and improve employer/employee practices in a textile plant.

Specific outcome 4.1: Conduct and implement procedures

Specific outcome 4.2: Establish committees and groups

Specific outcome 4.3: Consult with practice

5. Title :Contribute to and improve on the operation of a quality assurance system

Specific outcome 5.1: Conduct audits of quality assurance systems

Specific outcome 5.2: Make recommendations to enhance quality assurance system.

Specific outcome 5.3: Write work instructions

Specific outcome 5.4: Identify statistical outputs, record and report data to aid decision making

Specific outcome 5.5: Conduct product tests

6. Title :Relate a specific area of work to the textile industry

Specific outcome 6.1: Explain the conversion process in the textile chain

Specific outcome 6.2: Identify impact of a change upstream and downstream in the textile chain

Specific outcome 6.3: Interpret and react to customer requirements

7. Title :Lead teams in textile processes

Specific outcome 7.1: Organise work schedules

Specific outcome 7.2: Plan work with people

Specific outcome 7.3: Coach, counsel, motivate reward and rectify performance levels

Specific outcome 7.4: Meet targets

Specific outcome 7.5: Select people to teams



8. Title :Describe material flow in the manufacture of textiles.

Specific outcome 8.1: Describe material flow

Specific outcome 8.2: Identify and respond to emergency conditions

Specific outcome 8.3: Maintain materials flow

Specific outcome 8.4: Identify and respond to abnormal process conditions and demands

Specific outcome 8.5: Diagnose and verify machine faults

9. Title :Complete a change over in a printing process

Specific outcome 9.1: Interpret specifications

Specific outcome 9.2: Make settings and adjustments

Specific outcome 9.3: Adjust material inputs

Specific outcome 9.4: Conduct new product checks

10. Title :Develop recipes and print colouration

Specific outcome 10.1: Select equipment to establish recipes

Specific outcome 10.2: Analyse substrate to make up colours

Specific outcome 10.3: Select dyes and chemicals to provide appropriate colours fastness properties

Specific outcome 10.4: Estimate ratios to match colours

Specific outcome 10.5: Measure quantities of chemicals and dyes to produce samples

11. Title :Make up screens for printing

Specific outcome 11.1: Apply photographic emulsion to screens

Specific outcome 11.2: Assemble films to screens

Specific outcome 11.3: Expose and develop screens

Specific outcome 11.4: Examine screens

Specific outcome 11.5: Make up screens

12. Title :Start up and shut down a polymer manufacturing process

Specific outcome 12.1: Prepare to start up/shut down polymer manufacturing process

Specific outcome 12.2: Start up and shut down polymer manufacturing process

Specific outcome 12.3: Achieve normal operating conditions

Specific outcome 12.4: Manage emergency and abnormal conditions

13. Title :Start up and shut down an extrusion process to manufacture fibres.

Specific outcome 13.1: Prepare to start up/shut down fibre extrusion processes

Specific outcome 13.2: Start up and shut down fibre extrusion processes

Specific outcome 13.3: Achieve normal operating conditions

Specific outcome 13.4: Manage emergency and abnormal conditions

14. Title :Start up and shut down a polymer preparation process.

Specific outcome 14.1: Prepare to start up/ shut down polymer preparation processes

Specific outcome 14.2: Start up and shut down polymer preparation processes

Specific outcome 14.3: Achieve normal operating conditions

Specific outcome 14.4: Manage emergency and abnormal conditions



15. Title :Start up and shut down a fibre finishing process.

Specific outcome 15.1: Prepare to start up/shut down fibre finishing processes

Specific outcome 15.2: Start up and shut down fibre finishing processes

Specific outcome 15.3: Achieve normal operating conditions

Specific outcome 15.4: Manage emergency and abnormal conditions

16. Title :Complete a product change over to a polymer manufacturing processes.

Specific outcome 16.1: Prepare to do a product change over of a polymer manufacturing process

Specific outcome 16.2: Perform a product change over of a polymer manufacturing process

Specific outcome 16.3: Achieve normal process conditions

Specific outcome 16.4: Confirm achievement of product specification

Specific outcome 16.5: Manage emergency and abnormal conditions

17. Title :Complete a product change over of an extrusion process.

Specific outcome 17.1: Prepare to do a product change over of a fibre extrusion process

Specific outcome 17.2: Perform a product change over of a fibre extrusion process

Specific outcome 17.3: Achieve normal process conditions

Specific outcome 17.4: Confirm achievement of product specification

Specific outcome 17.5: Manage emergency and abnormal conditions

18. Title :Complete a product change over to a fibre finishing process.

Specific outcome 18.1: Prepare to do a product change over of a fibre finishing process

Specific outcome 18.2: Perform a product change over of a fibre finishing process

Specific outcome 18.3: Achieve normal process conditions

Specific outcome 18.4: Confirm achievement of product specification

Specific outcome 18.5: Manage emergency and abnormal conditions

19. Title :Complete a product change over to a polymer preparations process.

Specific outcome 19.1: Prepare to do a product change over of a polymer preparation process

Specific outcome 19.2: Perform a product change over of a polymer preparation process

Specific outcome 19.3: Achieve normal process conditions

Specific outcome 19.4: Confirm achievement of product specification

Specific outcome 19.5: Manage emergency and abnormal conditions

20. Title :Monitor and maintain a warping and sizing process.

Specific outcome 20.1: Maintain optimum process conditions

Specific outcome 20.2: Identify and respond to emergency conditions

Specific outcome 20.3: Maintain input materials

Specific outcome 20.4: Identify and respond to abnormal process conditions

Specific outcome 20.5: Diagnose, rectify or report machine faults



21. Title :Monitor and maintain a weaving process.

Specific outcome 21.1: Maintain optimum process conditions

Specific outcome 21.2: Identify and respond to emergency conditions

Specific outcome 21.3: Maintain input materials

Specific outcome 21.4: Identify and respond to abnormal process conditions

Specific outcome 21.5: Diagnose and rectify machine faults

22. Title :Monitor and maintain a knitting process.

Specific outcome 22.1: Maintain optimum line conditions

Specific outcome 22.2: Identify and respond to emergency conditions

Specific outcome 22.3: Maintain input materials

Specific outcome 22.4: Identify and respond to abnormal process conditions

Specific outcome 22.5: Diagnose and rectify machine faults

23. Title :Monitor and maintain a non-woven process

Specific outcome 23.1: Monitor optimum line conditions

Specific outcome 23.2: Identify and respond to emergency conditions

Specific outcome 23.3: Maintain input materials

Specific outcome 23.4: Identify and respond to abnormal process conditions  
and demands

Specific outcome 23.5: Diagnose and rectify machine faults

24. Title :Complete a product change over in a weaving process.

Specific outcome 24.1: Interpret specifications

Specific outcome 24.2: Make settings and adjustments

Specific outcome 24.3: Adjust materials inputs

Specific outcome 24.4: Conduct new product checks

25. Title :Complete a product change over in a knitting process

Specific outcome 25.1: Interpret specifications

Specific outcome 25.2: Make settings and adjustments to machines

Specific outcome 25.3: Adjust materials inputs

Specific outcome 25.4: Conduct new product checks

26. Title :Complete a product change over in a non-woven process.

Specific outcome 26.1: Interpret specifications

Specific outcome 26.2: Make settings and adjustments to machines

Specific outcome 26.3: Adjust materials inputs

Specific outcome 26.4: Conduct new product checks

27. Title :Monitor and maintain a spinning preparation process.

Specific outcome 27.1 Maintain process conditions

Specific outcome 27.2 Identify and respond to emergency conditions

Specific outcome 27.3 Maintain materials flow

Specific outcome 27.4 Identify and respond to abnormal process conditions and demands

Specific outcome 27.5 Diagnose and verify machine faults



28. Title :Monitor and maintain a spinning process.

Specific outcome 28.1: Maintain process conditions

Specific outcome 28.2: Identify and respond to emergency conditions

Specific outcome 28.3: Maintain materials flow

Specific outcome 28.4: Identify and respond to abnormal process conditions and demands

Specific outcome 28.5: Diagnose and verify machine faults

29. Title :Complete a product change in a spinning process.

Specific outcome 29.1: Interpret specifications

Specific outcome 29.2: Make settings and adjustments

Specific outcome 29.3: Conduct new products

30. Title :Complete a product change over in a spinning preparation process.

Specific outcome 30.1: Interpret specifications

Specific outcome 30.2: Make settings and adjustments

Specific outcome 30.3: Conduct new products

31. Title :Monitor and maintain dyeing processes.

Specific outcome 31.1: Maintain process conditions

Specific outcome 31.2: Identify and respond to emergency conditions

Specific outcome 31.3: Maintain materials flow

Specific outcome 31.4: Identify and respond to abnormal process conditions and demands

Specific outcome 31.5: Diagnose and verify machine faults

32. Title : Monitor and maintain printing processes.

Specific outcome 32.1: Maintain process conditions

Specific outcome 32.2: Identify and respond to emergency conditions

Specific outcome 32.3: Maintain materials flow

Specific outcome 32.4: Identify and respond to abnormal process conditions and demands

Specific outcome 32.5: Diagnose and verify machine faults

33. Title : Complete a product change over in a dyeing process.

Specific outcome 33.1: Interpret specifications

Specific outcome 33.2: Make settings and adjustments

Specific outcome 33.3: Adjust material input

Specific outcome 33.4: Conduct new products

***Textile Manufacturing***  
**National First Degree in Textile Technology**  
**NQF Level 6**

Field : Manufacturing, Engineering and Technology  
Sub-field : Fabrication and Extraction  
NQF level : 6  
Credits : 380

**Purpose of the qualification**

To provide a higher qualification in textile technology in either wet, dry or man made processes, where learners can combine elective areas to broader processes. Learners will be able to combine learning in particular processes to either wet, dry or man-made and will be able to enhance and improve on the process.

**UNIT STANDARDS FOR TEXTILE MANUFACTURING PROCESSES**

**Unit standards on NQF Level 6**

1. Title : Draw up and maintain a production plan for a particular area of specialisation in the textile industry
2. Title : Promote employer/employee relationships in a textile plant
3. Title : Classify raw materials in grades
4. Title : Set and adjust complex parameters to a wet process
5. Title : Set and adjust complex parameters to a dry process
6. Title : Set and adjust complex parameters to a man made fibre process
7. Title : Modify and develop processes to enhance the wet process
8. Title : Modify and develop processes to enhance the dry process
9. Title : Modify and develop processes to enhance the man made fibre process
10. Title : Create new textile products in a wet process
11. Title : Create new textile products in a dry process
12. Title : Create new textile products in a man made fibre process



**Title and Specific Outcomes**

1. Title :Design a quality assurance system for a particular area of specialisation in the textile industry.

Specific outcome 1.1: Perform work organisation

Specific outcome 1.2: Calculate cost efficiency of quality

Specific outcome 1.3: Implement a quality assurance system

Specific outcome 1.4: Generate standards and tolerances

2. Title :Draw up and maintain a production plan for a particular area of specialisation in the textile industry.

Specific outcome 2.1: Interpret sales budgets

Specific outcome 2.2: Develop production plans

Specific outcome 2.3: Monitor, maintain, measure and adjust plans

3. Title :Promote employer/employee relationships in a textile plant.

Specific outcome 3.1: Identify and respond to areas affecting relationship

Specific outcome 3.2: Consult with parties

4. Title :Classify raw materials in grades

Specific outcome 4.1: Classify fibres into grades

Specific outcome 4.2: Classify yarns into grades

Specific outcome 4.3: Classify fabrics into grades

Specific outcome 4.4: Classify dyes and chemicals

5. Title :Set and adjust complex parameters to a wet process.

Specific outcome 5.1: Set parameters

Specific outcome 5.2: Adjust complex parameters to the process

6. Title :Set and adjust complex parameters to a dry process.

Specific outcome 5.1: Set parameters

Specific outcome 5.2: Adjust complex parameters to the process

7. Title :Set and adjust complex parameters to a man made fibre process.

Specific outcome 5.1: Set parameters

Specific outcome 5.2: Adjust complex parameters to the process

8. Title :Modify and develop processes to enhance the wet process

Specific outcome 6.1: Evaluate production processes

Specific outcome 6.2: Design processes

Specific outcome 6.3: Implement enhancements to processes

Specific outcome 6.4: Quality enhancements

9. Title :Modify and develop processes to enhance the dry process

Specific outcome 6.1: Evaluate production processes

Specific outcome 6.2: Design processes

Specific outcome 6.3: Implement enhancements to processes

Specific outcome 6.4: Quality enhancements

10. Title :Modify and develop processes to enhance the man made fibre process

Specific outcome 6.1: Evaluate production processes

Specific outcome 6.2: Design processes

Specific outcome 6.3: Implement enhancements to processes

Specific outcome 6.4: Quality enhancements

11. Title : Create new textile products in a wet process

Specific outcome 6.1: Determine market requirements

Specific outcome 6.2: Design products

Specific outcome 6.3: Develop sample products

12. Title : Create new textile products in a dry process

Specific outcome 6.1: Determine market requirements

Specific outcome 6.2: Design products

Specific outcome 6.3: Develop sample products

13. Title : Create new textile products in a man made fibre process

Specific outcome 6.1: Determine market requirements

Specific outcome 6.2: Design products

Specific outcome 6.3: Develop sample products



## NOTICE 1214 OF 2000



*Established in terms of Act 58 of 1995*

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(2)(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Occupationally-directed Education, Training and Development Practices

registered by NSB 05, Education, Training and Development, publishes the following unit standards-based qualifications for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purposes of the qualifications, and the titles and specific outcomes of the unit standards upon which the qualifications are based. The full qualifications and unit standards can be accessed via the SAQA web-site at [www.saqo.org.za](http://www.saqo.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 659 Pienaar Street, Brooklyn, Pretoria.

Comment on the qualifications and unit standards should reach SAQA at the address below *by no later than 5 June 2000*. All correspondence should be marked **Standards Setting – SGB for Occupationally-directed ETD Practices**, and be addressed to

The Director: Standards Setting and Development

SAQA

*Attention: Mr M.C. Cosser*

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WATERKLOOF

0145

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or e-mailed to [mcosser@saqa.co.za](mailto:mcosser@saqa.co.za)

  
SAMUEL B.A. ISAACS  
EXECUTIVE OFFICER

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY****NATIONAL CERTIFICATE IN OCCUPATION-DIRECTED EDUCATION, TRAINING AND DEVELOPMENT PRACTICE**

**Field** : Education, Training and Development  
**Sub-field** : Adult Learning  
**NQF level** : 4  
**Credits** : 120

**Purpose of the qualification:**

A practitioner who has achieved this qualification will have achieved a basic competence in planning, delivering and evaluating occupation-directed education, training and development (ETD). They will be capable of making significant contributions to achieving targeted and structured skills development at course level.

The qualification will allow practitioners to advance to a level 5 Certificate in occupation-directed ETD. It also provides them with credits, which they can carry across towards earning any other ETD qualification at the same level.

**UNIT STANDARDS AT NQF LEVEL 3**

1. Title : Coach learners

**UNIT STANDARDS AT NQF LEVEL 4**

1. Title : Plan learning events
2. Title : Prepare learning aids
3. Title : Facilitate targeted skills development
4. Title : Conduct an assessment
5. Title : Advise and refer learner

7. Title : Evaluate a course
8. Title : Conduct elementary field research in ETD or occupation
9. Title : Engage in occupational developments

## **UNIT STANDARDS FOR OCCUPATION-DIRECTED EDUCATION, TRAINING AND DEVELOPMENT (ETD) PRACTICE**

### **UNIT STANDARDS TITLES AND SPECIFIC OUTCOMES - NQF LEVEL 3**

1. Title : Coach learners

Specific outcome 1.1: Demonstrate a task in a practical manner by, e.g.,

- Explaining the task in appropriate language whilst demonstrating it;
- Pacing the demonstration to match learners' needs; and
- Ensuring the demonstration of the task complies with health and safety regulations.

Specific outcome 1.2: Provide appropriate opportunities for a learner to practice skill and knowledge by, e.g.,

- ensuring tasks are sequenced in a logical manner;
- ensuring tasks are appropriate to learners' needs;
- checking learners' understanding of the task;
- modifying task instructions according to learners' needs;
- providing supplementary information to learners to reinforce key learning points; and
- orientating learners to the availability of resources.

Specific outcome 1.3: Assess the learners' competence by, e.g.,

- Evaluating learners' competence by means of progress evaluation and remedial actions;
- assessing learners' competence to perform tasks unaided; and
- providing feedback on progress to the learners.

Specific outcome 1.4: Handle conditions which may occur due to unforeseen circumstances, in keeping with health and safety regulations.

Specific outcome 1.5: Explain the elements of the task to be performed by, e.g.,

- ensuring the explanation of the task is sequenced in a series of logical steps;



- explaining the importance of the task in relation to the broader context; and
- establishing the required standards for the task by means of example.

Specific outcome 1.6: Provide support and advice in relation to the task by, e.g.,

- nurturing the learner; and
- redirecting learners when they are not meeting required performance standards.

Specific outcome 1.7: Identify the learning gap and possible coaching opportunities for individuals and groups by, e.g.,

- defining learner performance gaps against workplace standards.

#### UNIT STANDARDS TITLES AND SPECIFIC OUTCOMES - NQF LEVEL 4

1. Title : Plan learning events

Specific outcome 1.1: • Decide on the content of the learning event, e.g.,  
 • analysing the sector, enterprise or workplace skills plan;  
 • identifying learner needs; and  
 • identifying available resources.

Specific outcome 1.2: Formulate the outcomes to be achieved in the learning event, e.g.,  
 • in relation to the skills plan;  
 • in relation to the national outcomes; and  
 • in accordance with learner needs.

Specific outcome 1.3: Develop a series of activities which, e.g.,  
 • enable learners to achieve the intended outcomes; and  
 • uses an appropriate methodology consistently.

Specific outcome 1.4: Create, select and adapt learner support materials or equipment for each activity which, e.g.,  
 • are appropriate to the level of learners, the purpose of the activities and the learning environment

Specific outcome 1.5: Revise the activities if necessary.

Specific outcome 1.6: Develop or adapt assessment activities, e.g.,  
 • to ensure that learners will be able to assess themselves, and/or each other, and  
 • which will enable the practitioner to assess learner's difficulties

and progress.

Specific outcome 1.7: Evaluate the learning event plan and materials by, e.g.,

- identifying strengths and weaknesses; and
- building the lessons learned into future plans.

Specific outcome 1.8: Record the learning event plan in ways which, e.g.,

- enable practitioners to use them in the future; and
- will be suitable for quality assurance purposes.

## 2. Title : Prepare learning aids

Specific outcome 2.1: Select a range of available training materials by, e.g.,

- ensuring the training materials are relevant to the learning area; and
- ensuring the training materials are suitable for the target group.

Specific outcome 2.2: Adapt training materials by, e.g.,

- varying the sequence of activities;
- editing, adding and /or removing materials;
- modifying language and content to meet needs of the learners; and
- ensuring the level of materials is suitable for the learners.

Specific outcome 2.3: Prepare learning aids in which, e.g.

- where writing or illustrations are used, these are clear and neat;
- concepts and information are accurate and appropriately sequenced; and
- learner involvement is encouraged.

Specific outcome 2.4: Evaluate own performance by, e.g.,

- identifying strengths and weaknesses
- make plans to integrate lessons learned into future practice.

## 3. Title : Facilitate targeted skills development

Specific outcome 3.1: Prepare a learning environment that is appropriate for effective learning, e.g.,

- which is structured to ensure individual or group learning.

Specific outcome 3.2: Encourage dialogue between, e.g.,

- learners and learners, and
- learners and practitioner.

Specific outcome 3.3: Recap knowledge to link to previous learning.

Specific outcome 3.4: Clarify goals/outcomes of the learning activity by, e.g.,

- stating the goals/outcomes clearly

Specific outcome 3.5: Implement the learning activities by, e.g.,

- setting tasks and activities for individual or/and group learning;
- encouraging an open, interactive and participatory approach within the learning situation;
- monitoring the learners' progress;
- managing the learning activity; and
- creating opportunities to apply new knowledge.

Specific outcome 3.6: Consolidate the learning activity by, e.g.,

- encouraging learners to provide feedback; and
- reinforcing learning through activities such as summarising and reaching consensus.

Specific outcome 3.7: Evaluate the learning activity by, e.g.,

- identifying the strengths and weaknesses of the following
  - the learners' performance in achieving the intended outcomes
  - the effectiveness of the different phases of the learning activity
  - the practitioner's role in the facilitation process.
- providing necessary creative/remedial measures.

Specific outcome 3.8: Maintain administrative system.

4. Title : Conduct an assessment

Specific outcome 4.1: Plan for the assessment by, e.g.,

- establishing/identifying the purpose of assessment by holding consultations/discussions with the learner(s) and other relevant parties;
- selecting appropriate methods of assessment taking into account the purpose, environment and evidence to be collected; and
- selecting appropriate assessment activities and instruments to ensure the evidence gathered is adequate to prove competence.



- Specific outcome 4.2:** Prepare the learner for the assessment by, e.g.,
- explaining assessment process, appeals procedure, purpose, methods and documents to the learner(s);
  - discussing learner's learning requirements, prior knowledge and experience; and
  - agreeing on logistical arrangements with the learner and relevant parties.
- Specific outcome 4.3:** Conduct assessment by, e.g.,
- putting the learner at ease; and
  - conducting assessment according to established assessment principles.
- Specific outcome 4.4:** Make assessment decisions about learner's competence by, e.g.,
- evaluating evidence collected against assessment criteria.
- Specific outcome 4.5:** Record assessment results by, e.g.,
- recording outcomes of assessment in line with organisational and national requirements.
- Specific outcome 4.6:** Give feedback to the learner by, e.g.,
- giving feedback timeously, in an appropriate environment, to the learner and other relevant parties; and
  - giving feedback in an affirming, constructive and interactive way.
- Specific outcome 4.7:** Evaluate the way in which assessment was conducted by, e.g.,
- identifying strengths and weaknesses in the practitioner's own performance; and
  - making plans to integrate lessons learned in future assessments.

**5. Title** : Advise and refer learner

- Specific outcome 5.1:** Identify the kinds of information or support which learners may need, e.g.,
- learning programmes content, structure, admission requirements, exit level outcomes and learning contracts;
  - career progression options within the occupation; and
  - typical learning or personal difficulties experienced by learners.
- Specific outcome 5.2:** Source and maintain information on the above issues.
- Specific outcome 5.3:** Provide information to learners through, e.g.,
- displays;

- workshops;
- interviews; and
- industrial theatre.

Specific outcome 5.4: Refer learners to employment service agencies or counselling agencies as appropriate, e.g.,

- counsellors, which include
  - career counsellors;
  - occupational therapists; and
  - social workers.
- Learning support services, which include
  - Learning support centres;
  - Community centres;
  - CCMA; and
  - Support services.

Specific outcome 5.5: Record advice and support provided to learners.

Specific outcome 5.6: Evaluate own performance by, e.g.,

- Identifying strengths and weaknesses; and
- Making plans to integrate lessons learned into future guidance and support.

6. Title : Manage a skills development course

Specific outcome 6.1: Provide management and logistical support to a training course by, e.g.,

- applying and maintaining relevant management and administrative procedures;
- following externally directed procedures; and
- co-ordinating the activities of ETD practitioners and other staff within the course.

Specific outcome 6.2: Manage and maintain learning records by, e.g.,

- creating a storage and retrieval system for records; and
- deciding on necessary records to be kept, taking account of prescribed procedures.

Specific outcome 6.3: Involve learners in the management of learning by, e.g.,

- explaining the objectives, intended outcomes, and nature of the course; and

- explaining what is expected and required of learners.

Specific outcome 6.4: Contribute to the budgetary process by, e.g.,

- providing appropriate information; and
- reflecting on financing in order to contribute to future financial planning.

Specific outcome 6.5: Evaluate management of the training course by, e.g.,

- making recommendations for better future procedures or support.

7. Title : Evaluate a course

Specific outcome 7.1: Identify the most appropriate option for evaluating a course by, e.g.,

- Selecting the options from a given set of methodologies/approaches; and
- linking the options to the nature of the course being evaluated.

Specific outcome 7.2: Develop a viable action plan for the evaluation of a work-related course by, e.g.,

- basing the action plan on using selected methodologies; and
- matching the action taken to the nature of the work processes for which training is happening.

Specific outcome 7.3: Conduct the evaluation of the work-related course according to the action plan, adapting the evaluation as necessary.

Specific outcome 7.4: Report on the strengths and shortcomings of the learning events by, e.g.,

- taking into account the intended outcomes/standards for the course, and the success rate of learners on the course;
- taking into account the target audience of the report; and
- ensuring the report is in the format most acceptable to the context of the training.

Specific outcome 7.5: Propose possible improvements to the course by, e.g.,

- taking account of the learning outcomes/standards that the course was designed to achieve.

Specific outcome 7.6: Analyse the evaluation exercise.

Specific outcome 7.7: Identify areas for improvement in applying the evaluation.



8. Title : Conduct elementary field research in ETD or occupation

Specific outcome 8.1: Select an area of ETD or occupational practice for investigation by, e.g.,

- Formulating a research question, and stating why it is a worthwhile topic of investigation.

Specific outcome 8.2: Select a research technique or instrument by, e.g.,

- justifying the selection with reference to the area to be researched.

Specific outcome 8.3: Develop a realistic action plan for conducting the research by, e.g.,

- Considering the research objectives, the context, and resources available.

Specific outcome 8.4: Conduct and manage the research in accordance with the action plan by, e.g.

- adapting both the plan and the implementation as necessary.

Specific outcome 8.5: Reflect on the appropriateness of the research instrument, including, e.g.,

- the appropriateness of the research instrument;
- the success of the action plan; and
- the outcomes of the research.

Specific outcome 8.6: Write and present a final report on the research e.g.

- in a format useful and acceptable to relevant stakeholders

9. Title : Engage in occupational developments

Specific outcome 9.1: Identify recent changes in a chosen occupation by, e.g.,

- using more than one source to collect this information;
- categorising various forces impacting on the profession; and
- identifying ways in which the occupation has adapted to forces impacting on it.

Specific outcome 9.2: Identifying possible implications of recent occupational changes on occupation education, training and development by, e.g.,

- enquiring in what ways has training changed over the last few years;
- identifying possible implications of recent government strategies and legislation on the occupation;

- identifying the major challenges currently facing ETD for this occupation;
- identifying some of the strengths and weaknesses of current ETD for this occupation; and
- suggesting ways in which ETD for this occupation might meet some of the challenges facing it.

Specific outcome 9.3: Incorporate the issues identified above onto the practice of the ETD roles prescribed for NQF level 4 by, e.g.,

- identifying the ways in which the issues above impact on each role;
- demonstrating the ways in which this has been incorporated into the practice of these roles.

## SOUTH AFRICAN QUALIFICATIONS AUTHORITY



## NATIONAL CERTIFICATE IN OCCUPATION-DIRECTED EDUCATION, TRAINING AND DEVELOPMENT (ETD) PRACTICE

**Field** : Education, Training and Development  
**Sub-field** : Adult Learning  
**NQF level** : 5  
**Credits** : 120

**Purpose of the qualification:**

A practitioner who has earned this qualification will advance their competence in a range of ETD roles. (The qualification is thus a formative rather than a specialist qualification). They will be capable of making significant contributions to structured and targeted skills development at the level of learning programmes within enterprises or other learning environments.

The qualification will allow practitioners to advance to a level 5 Diploma in Occupation-Directed ETD. It also provides them with credits which they can carry across towards earning any other ETD qualification at the same level.

**UNIT STANDARDS AT LEVEL 5**

1. Title : Plan a learning programme
2. Title : Develop training materials
3. Title : Facilitate learning using a variety of methodologies
4. Title : Design integrated assessment for a learning programme
5. Title : Moderate an assessment
6. Title : Guide and support learners
7. Title : Manage a learnership/learning programme
8. Title : Evaluate learning programmes



9. Title : Design and conduct research  
10. Title : Engage in occupational development

## UNIT STANDARDS FOR OCCUPATION-DIRECTED EDUCATION, TRAINING AND DEVELOPMENT (ETD) PRACTICE

### UNIT STANDARDS TITLES AND SPECIFIC OUTCOMES – NQF LEVEL 5

1. Title : Plan a learning programme

Specific outcome 1.1: Identify the labour market needs by, e.g.,

- Analysing the sector, enterprise or workplace skills plan to identify areas of potential need; or (if no plan exists)
- Analysing the labour market in the relevant occupation to identify what needs exist.

Specific outcome 1.2: Establish the partnerships needed to design and deliver the programme by, e.g.,

- Identifying relevant roleplayers in the design and delivery of the programme;
- Establishing a forum or structure needed to involve all parties; and
- Identifying the functions, roles and levels of involvement for each roleplayer.

Specific outcome 1.3: Identify and analyse the employment contexts within which learners will apply their competence by, e.g.,

- Checking where learners will be (Or are likely to be) employed; and
- Analysing the nature of work in the employment context to identify the kinds of competence which learners will need.

Specific outcome 1.4: Identify or develop the qualification (or part qualification) which the programme will lead to by, e.g.,

- Identifying an existing NQF qualification which describes the outcomes which will meet the labour market needs, or
- liaising with a relevant National Standards Body about developing a qualification which describes the outcomes needed.

- Specific outcome 1.5: Map the possible progressions to related qualifications by, e.g.,
- analysing similarities and differences with qualifications in related occupations; and
  - analysing how learners will be able to progress to completing the qualification or to a further qualification.
- Specific outcome 1.6: Develop a set of course outlines which will help learners to achieve the outcomes by, e.g.,
- detailing the purpose, outcomes, materials, assessment strategy and mode of delivery for each course.
- Specific outcome 1.7: Pilot the programme by, e.g.,
- listing the factors on which feedback will be needed;
  - developing plans and instruments for collating information;
  - collecting and analysing information; and
  - making revisions as needed.

2. Title : Develop training materials

- Specific outcome 2.1: Identify the need for materials by, e.g.,
- reviewing courses or programmes which are/will be offered;
  - reviewing existing materials to identify gaps or weaknesses; and
  - analysing the scale of need, priority of materials and cost implications.
- Specific outcome 2.2: Develop outcomes to be achieved through the materials by, e.g.,
- analysing the audience to identify typical styles and needs;
  - developing outcomes in relation to national standards; and
  - consulting those involved in delivery of programmes and courses.
- Specific outcome 2.3: Design the framework for the materials by, e.g.,
- deciding on the mode of delivery and media to be used;
  - researching the content; and
  - developing the structure and training methodology.
- Specific outcome 2.4: Select resources to be used by, e.g.,
- Acknowledging or negotiating copyright or patent rights.
- Specific outcome 2.5: Develop draft of materials by, e.g.,
- adapting resources appropriately;
  - developing activities;

- sequencing materials; and
- editing where necessary.

Specific outcome 2.6: Pilot materials by, e.g.,

- using materials with a representative sample of learners and practitioners; and
- collating and analysing feedback.

Specific outcome 2.7: Complete final production by, e.g.,

- revising the materials, based on feedback.

Specific outcome 2.8: Evaluate own performance by, e.g.,

- identifying strengths and weaknesses; and
- making plans to integrate lessons learned into future practice.

3. Title : Facilitate learning using a variety of methodologies

Specific outcome 3.1: Prepare the learners and the learning environment for effective learning.

Specific outcome 3.2: Create strategies to encourage dialogue between participants by, e.g.,

- sensitising learners to different viewpoints.

Specific outcome 3.3: Recap knowledge to link to prior learning.

Specific outcome 3.4: Clarify the goals/outcomes of the learning activity by, e.g.,

- stating the outcomes are clearly; and
- understanding the relationship between different activities.

Specific outcome 3.5: Implement learning activities by, e.g.,

- applying learning strategies for both group and individual work to the learning context;
- encourage open, interactive and participatory approaches within the learning situation;
- monitoring learner progress and making necessary interventions;
- managing the learning event productively; and
- creating the opportunities to apply new knowledge within the various contexts.

Specific outcome 3.6: Consolidate the learning activity by, e.g.,

- encourage learners to provide feedback; and
- constructing a synthesis report based on learner feedback.

Specific outcome 3.7: Evaluate the learning progress by, e.g.,



- Reflecting on the learning process to determine the extent to which it has achieved the outcomes; and
- Taking remedial action when necessary.

Specific outcome 3.8: Maintain an effective and efficient administrative system.

4. Title : Design integrated assessment for a learning programme

Specific outcome 4.1: Consider the different purposes of assessment by, e.g.,

- Including recognition of prior learning and summative and formative assessment in the learning programme.

Specific outcome 4.2: Access information and resources for development of assessment by,

- Gathering information on learners, on content, and on different learning environments; and
- Collating resources for the design of assessment instruments.

Specific outcome 4.3: Design assessment activities and instruments by, e.g.,

- Ensuring assessment design is consistent with the established assessment principles;
- Ensuring assessment design is in line with national and organisational requirements for assessment;
- Developing appropriate assessment activities and instruments for different phases of the learning programme; and
- Basing assessment activities on the unit standards identified for a specific learning programme.

Specific outcome 4.4: Integrate assessment into learning programme by, e.g.,

- Linking assessment activities meaningfully to learning activities.

Specific outcome 4.5: Evaluate assessment design for future improvements by, e.g.,

- Identifying strengths and weaknesses in the practitioner's own performance of the above outcomes; and
- Making plans to integrate the lessons learned into future assessment design.

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5. Title : Moderate an assessment

Specific outcome 5.1: Gather appropriate assessment and moderation documents. Moderation documents should be able to, e.g.,

- Reflect the outcomes assessed;
- Provide qualitative and quantitative information on performance assessed; and
- Include appropriate feed-back to the learners assessed.

Specific outcome 5.2: Select ways of conducting moderation. Moderation should, e.g.,

- Comply with organisational and national requirements;
- Ensure that unit standards and related assessment documents are appropriately used by assessors; and
- Be based on samples appropriate to the time available for moderation, but adequate for making inferences.

Specific outcome 5.3: Moderate assessment practices. Such practices should be consistent with established assessment principles.

Specific outcome 5.4: Retrieve and record assessment information on a database.

Specific outcome 5.5: Draw conclusions about the competence of the assessor based on national assessor standards.

Specific outcome 5.6: Recommend future improvements to assessment practices. Recommendations are based on analyses of problems which would impact on fair, valid and accurate assessment practices.

Specific outcome 5.7: Provide assessors with accurate advice and support which meet their education and training needs.

Specific outcome 5.8: Give feedback on the assessor's methods, approach and use of different types of evidence in a constructive way.

6. Title : Guide and support learners

Specific outcome 6.1: Identify learner's needs regarding, e.g.,

- learning anxiety;
- assessment anxiety; and
- barriers to learning.

Specific outcome 6.2: Analyse problem/need and decide on appropriate action.

Specific outcome 6.3: Provide advice to learners, e.g.

- how to access information needed that practitioner cannot

provide;

- resources, options, people;
- study methods;
- learning pathways;
- learnerships and skills programmes; and
- organisational expectations.

Specific outcome 6.4: Provide support to learners, e.g.

- stress management;
- crisis management;
- conditions of service; and
- employee wellbeing issues (i.e. medical, occupational, health and safety).

Specific outcome 6.5: Refer learners to specialist guidance and counselling services.

Specific outcome 6.6: Keep records of interactions with the learner in keeping with, e.g.

- the requirements of their organisation, and
- established counselling and guidance principles.

Specific outcome 6.7: Evaluate own performance by, e.g.,

- identifying strengths and weaknesses in the guidance and support provided to learners; and
- developing plans to integrate lessons learned into future practice.

7. Title : Manage a learnership/learning programme

Specific outcome 7.1: Design and develop a management system for a learnership/learning programme by, e.g.,

- ensuring that the management system provides the support required for the learning to occur; and
- understanding management systems for the implementation of learnerships *within* an enterprise as well as *across* various contexts.

Specific outcome 7.2: Co-ordinate the management of a learnership/ learning programme by, e.g.,

- ensuring alignment with the educational aims and supporting the needs of the learnership/ learning programme; and
- taking resources and educational management trends into



account; and

- keeping the management open to reflection and adaptation.

Specific outcome 7.3: Develop plans for the improvement of the management by, e.g.,

- taking feedback, reflection and developing trends into account.

8. Title : Evaluate learning programmes

Specific outcome 8.1: Design evaluation strategies for learnerships/learning programmes by, e.g.,

- devising evaluation components which include appropriate methodology(ies), plans for preparation and implementation, and review plans; and
- taking into account accepted evaluation principles which are appropriate to both the organisational and/or the occupational environment.

Specific outcome 8.2: Implement evaluation strategies, adapting them or having them adapted as necessary.

Specific outcome 8.3: Compare/match/judge evaluation results by, e.g.,

- gathering the results from various learning programmes.

Specific outcome 8.4: Generate findings in order to recommend future improvements by, e.g.,

- disseminating and consulting on the findings in order to increase their impact.

Specific outcome 8.5: Evaluate the feasibility of the evaluation-generated recommendations.

Specific outcome 8.6: Reflect on the effectiveness of the evaluation strategies.

9. Title : Design and conduct research

Specific outcome 9.1: Select an area and topic for research by, e.g.,

- Considering the aims and objectives of the skills development strategy;
- Considering sector and workplace skills development plans; and
- selecting areas or topics that will transform an element of ETD or occupational practice.

Specific outcome 9.2: Select and apply appropriate research methodologies by, e.g.,

- Considering research aims and resources available.

Specific outcome 9.3: Design a research action plan by, e.g.,

- Considering research aims and selected methodologies as well as the resources available.

Specific outcome 9.4: Conduct and manage the research process according to the research action plan by, e.g.,

- adapting both the plan and the implementation as necessary.

Specific outcome 9.5: Interpret the data collected with regard to the research question and methodology, hypothesis and topic concepts.

Specific outcome 9.6: Evaluate the research process by, e.g.,

- Considering the intended process and the extent to which the research question has been satisfactorily answered.

Specific outcome 9.7: Make recommendations regarding future improvements to research.

Specific outcome 9.8: Produce and present a research report by, e.g.,

- Considering a format appropriate to the target audience; and
- Considering a format appropriate to the occupation or discipline.

10. Title : Engage in occupational development

Specific outcome 10.1: Analyse recent changes in a chosen occupation, both in South Africa and in three other countries by, e.g.,

- Using three or more sources to collect this information;
- Categorising various forces impacting on the profession; and
- Identifying ways in which the occupation has adopted or failed to adapt to forces impacting on it.

Specific outcome 10.2: Identify possible implications of recent occupational changes on occupational education, training and development in South Africa and in three other countries by, e.g.,

- Comparing and contrast changes in occupational ETD in South Africa and three other countries over the last few years;
- Identifying possible implications of recent government strategies and legislation on the occupation in South Africa;

- What major challenges currently face ETD for this occupation in South Africa;
- Identify some of the strengths and weaknesses of current ETD for the occupation in South Africa; and
- Suggest in which ETD for this occupation might meet some of the challenges facing it.

Specific outcome 10.3: Incorporate the issues identified above into ETD practice via the integrated practice of various ETD roles prescribed for NQF level 5 by, e.g.,

- Identify the ways in which the issues above impact on each role and in the integrated performance of roles; and
- Demonstrate the ways in which this has been incorporated into practice.



**SOUTH AFRICAN QUALIFICATIONS AUTHORITY****NATIONAL DIPLOMA IN OCCUPATION-DIRECTED EDUCATION, TRAINING AND DEVELOPMENT (ETD) PRACTICE**

**Field** : Education, Training and Development  
**Sub-field** : Adult Learning  
**NQF level** : 5  
**Credits** : 240

**Purpose of the qualification:**

A practitioner who has achieved this qualification will have achieved an advanced competence in the full spectrum of ETD roles. They will therefore be competent to make significant contributions to structure and targeted skills development, either across learning programmes within an enterprise and/or within learning programmes spanning a number of contexts.

The qualification will allow practitioners to advance to a level 6 Degree in Occupation-directed ETD. It also provides them with credits which they can carry across towards earning any other ETD qualification at the same level.

**UNIT STANDARDS AT LEVEL 5**

1. Title : Plan a learning programme
2. Title : Develop training materials
3. Title : Facilitate learning using a variety of methodologies
4. Title : Design integrated assessment for a learning programme
5. Title : Moderate an assessment
6. Title : Guide and support learners
7. Title : Manage a learnership/learning programme
8. Title : Evaluate learning programmes

9. Title : Design and conduct research  
10. Title : Engage in occupational development

## **UNIT STANDARDS FOR OCCUPATION-DIRECTED EDUCATION, TRAINING AND DEVELOPMENT (ETD) PRACTICE**

### **UNIT STANDARDS TITLES AND SPECIFIC OUTCOMES – NQF LEVEL 5**

1. Title : Plan a learning programme

Specific outcome 1.1: Identify the labour market needs by, e.g.,

- Analysing the sector, enterprise or workplace skills plan to identify areas of potential need; or (if no plan exists)
- Analysing the labour market in the relevant occupation to identify what needs exist.

Specific outcome 1.2: Establish the partnerships needed to design and deliver the programme by, e.g.,

- Identifying relevant roleplayers in the design and delivery of the programme;
- Establishing a forum or structure needed to involve all parties; and
- Identifying the functions, roles and levels of involvement for each roleplayer.

Specific outcome 1.3: Identify and analyse the employment contexts within which learners will apply their competence by, e.g.,

- Checking where learners will be (Or are likely to be) employed; and
- Analysing the nature of work in the employment context to identify the kinds of competence which learners will need.

Specific outcome 1.4: Identify or develop the qualification (or part qualification) which the programme will lead to by, e.g.,

- Identifying an existing NQF qualification which describes the outcomes which will meet the labour market needs, or
- liaising with a relevant National Standards Body about developing a qualification which describes the outcomes needed.

- Specific outcome 1.5: Map the possible progressions to related qualifications by, e.g.,
- analysing similarities and differences with qualifications in related occupations; and
  - analysing how learners will be able to progress to completing the qualification or to a further qualification.
- Specific outcome 1.6: Develop a set of course outlines which will help learners to achieve the outcomes by, e.g.,
- detailing the purpose, outcomes, materials, assessment strategy and mode of delivery for each course.
- Specific outcome 1.7: Pilot the programme by, e.g.,
- listing the factors on which feedback will be needed;
  - developing plans and instruments for collating information;
  - collecting and analysing information; and
  - making revisions as needed.

2. Title : Develop training materials

- Specific outcome 2.1: Identify the need for materials by, e.g.,
- reviewing courses or programmes which are/will be offered;
  - reviewing existing materials to identify gaps or weaknesses; and
  - analysing the scale of need, priority of materials and cost implications.
- Specific outcome 2.2: Develop outcomes to be achieved through the materials by, e.g.,
- analysing the audience to identify typical styles and needs;
  - developing outcomes in relation to national standards; and
  - consulting those involved in delivery of programmes and courses.
- Specific outcome 2.3: Design the framework for the materials by, e.g.,
- deciding on the mode of delivery and media to be used;
  - researching the content; and
  - developing the structure and training methodology.
- Specific outcome 2.4: Select resources to be used by, e.g.,
- Acknowledging or negotiating copyright or patent rights.
- Specific outcome 2.5: Develop draft of materials by, e.g.,
- adapting resources appropriately;
  - developing activities;



- sequencing materials; and
- editing where necessary.

Specific outcome 2.6: Pilot materials by, e.g.,

- using materials with a representative sample of learners and practitioners; and
- collating and analysing feedback.

Specific outcome 2.7: Complete final production by, e.g.,

- revising the materials, based on feedback.

Specific outcome 2.8: Evaluate own performance by, e.g.,

- identifying strengths and weaknesses; and
- making plans to integrate lessons learned into future practice.

3. Title : Facilitate learning using a variety of methodologies

Specific outcome 3.1: Prepare the learners and the learning environment for effective learning.

Specific outcome 3.2: Create strategies to encourage dialogue between participants by, e.g.,

- sensitising learners to different viewpoints.

Specific outcome 3.3: Recap knowledge to link to prior learning.

Specific outcome 3.4: Clarify the goals/outcomes of the learning activity by, e.g.,

- stating the outcomes are clearly; and
- understanding the relationship between different activities.

Specific outcome 3.5: Implement learning activities by, e.g.,

- applying learning strategies for both group and individual work to the learning context;
- encourage open, interactive and participatory approaches within the learning situation;
- monitoring learner progress and making necessary interventions;
- managing the learning event productively; and
- creating the opportunities to apply new knowledge within the various contexts.

Specific outcome 3.6: Consolidate the learning activity by, e.g.,

- encourage learners to provide feedback; and
- constructing a synthesis report based on learner feedback.

Specific outcome 3.7: Evaluate the learning progress by, e.g.,

- Reflecting on the learning process to determine the extent to which it has achieved the outcomes; and
- Taking remedial action when necessary.

Specific outcome 3.8: Maintain an effective and efficient administrative system.

4. Title : Design integrated assessment for a learning programme

Specific outcome 4.1: Consider the different purposes of assessment by, e.g.,

- Including recognition of prior learning and summative and formative assessment in the learning programme.

Specific outcome 4.2: Access information and resources for development of assessment by,

- Gathering information on learners, on content, and on different learning environments; and
- Collating resources for the design of assessment instruments.

Specific outcome 4.3: Design assessment activities and instruments by, e.g.,

- Ensuring assessment design is consistent with the established assessment principles;
- Ensuring assessment design is in line with national and organisational requirements for assessment;
- Developing appropriate assessment activities and instruments for different phases of the learning programme; and
- Basing assessment activities on the unit standards identified for a specific learning programme.

Specific outcome 4.4: Integrate assessment into learning programme by, e.g.,

- Linking assessment activities meaningfully to learning activities.

Specific outcome 4.5: Evaluate assessment design for future improvements by, e.g.,

- Identifying strengths and weaknesses in the practitioner's own performance of the above outcomes; and
- Making plans to integrate the lessons learned into future assessment design.



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5. Title : Moderate an assessment

Specific outcome 5.1: Gather appropriate assessment and moderation documents. Moderation documents should be able to, e.g.,

- Reflect the outcomes assessed;
- Provide qualitative and quantitative information on performance assessed; and
- Include appropriate feed-back to the learners assessed.

Specific outcome 5.2: Select ways of conducting moderation. Moderation should, e.g.

- Comply with organisational and national requirements;
- Ensure that unit standards and related assessment documents are appropriately used by assessors; and
- Be based on samples appropriate to the time available for moderation, but adequate for making inferences.

Specific outcome 5.3: Moderate assessment practices. Such practices should be consistent with established assessment principles.

Specific outcome 5.4: Retrieve and record assessment information on a database.

Specific outcome 5.5: Draw conclusions about the competence of the assessor based on national assessor standards.

Specific outcome 5.6: Recommend future improvements to assessment practices. Recommendations are based on analyses of problems which would impact on fair, valid and accurate assessment practices.

Specific outcome 5.7: Provide assessors with accurate advice and support which meet their education and training needs.

Specific outcome 5.8: Give feedback on the assessor's methods, approach and use of different types of evidence in a constructive way.

6. Title : Guide and support learners

Specific outcome 6.1: Identify learner's needs regarding, e.g.,

- learning anxiety;
- assessment anxiety; and
- barriers to learning.

Specific outcome 6.2: Analyse problem/need and decide on appropriate action.

Specific outcome 6.3: Provide advice to learners, e.g.

- how to access information needed that practitioner cannot



provide;

- resources, options, people;
- study methods;
- learning pathways;
- learnerships and skills programmes; and
- organisational expectations.

Specific outcome 6.4: Provide support to learners, e.g.

- stress management;
- crisis management;
- conditions of service; and
- employee wellbeing issues (i.e. medical, occupational, health and safety).

Specific outcome 6.5: Refer learners to specialist guidance and counselling services.

Specific outcome 6.6: Keep records of interactions with the learner in keeping with, e.g.

- the requirements of their organisation, and
- established counselling and guidance principles.

Specific outcome 6.7: Evaluate own performance by, e.g.,

- identifying strengths and weaknesses in the guidance and support provided to learners; and
- developing plans to integrate lessons learned into future practice.

7. Title : Manage a learnership/learning programme

Specific outcome 7.1: Design and develop a management system for a learnership/learning programme by, e.g.,

- ensuring that the management system provides the support required for the learning to occur; and
- understanding management systems for the implementation of learnerships *within* an enterprise as well as *across* various contexts.

Specific outcome 7.2: Co-ordinate the management of a learnership/ learning programme by, e.g.,

- ensuring alignment with the educational aims and supporting the needs of the learnership/ learning programme; and
- taking resources and educational management trends into

account; and

- keeping the management open to reflection and adaptation.

Specific outcome 7.3: Develop plans for the improvement of the management by, e.g.,

- taking feedback, reflection and developing trends into account.

8. Title : Evaluate learning programmes

Specific outcome 8.1: Design evaluation strategies for learnerships/learning programmes by, e.g.,

- devising evaluation components which include appropriate methodology(ies), plans for preparation and implementation, and review plans; and
- taking into account accepted evaluation principles which are appropriate to both the organisational and/or the occupational environment.

Specific outcome 8.2: Implement evaluation strategies, adapting them or having them adapted as necessary.

Specific outcome 8.3: Compare/match/judge evaluation results by, e.g.,

- gathering the results from various learning programmes.

Specific outcome 8.4: Generate findings in order to recommend future improvements by, e.g.,

- disseminating and consulting on the findings in order to increase their impact.

Specific outcome 8.5: Evaluate the feasibility of the evaluation-generated recommendations.

Specific outcome 8.6: Reflect on the effectiveness of the evaluation strategies.

9. Title : Design and conduct research

Specific outcome 9.1: Select an area and topic for research by, e.g.,

- Considering the aims and objectives of the skills development strategy;
- Considering sector and workplace skills development plans; and
- selecting areas or topics that will transform an element of ETD or occupational practice.

- Specific outcome 9.2: Select and apply appropriate research methodologies by, e.g.,
- Considering research aims and resources available.
- Specific outcome 9.3: Design a research action plan by, e.g.,
- Considering research aims and selected methodologies as well as the resources available.
- Specific outcome 9.4: Conduct and manage the research process according to the research action plan by, e.g.,
- adapting both the plan and the implementation as necessary.
- Specific outcome 9.5: Interpret the data collected with regard to the research question and methodology, hypothesis and topic concepts.
- Specific outcome 9.6: Evaluate the research process by, e.g.,
- Considering the intended process and the extent to which the research question has been satisfactorily answered.
- Specific outcome 9.7: Make recommendations regarding future improvements to research.
- Specific outcome 9.8: Produce and present a research report by, e.g.,
- Considering a format appropriate to the target audience; and
  - Considering a format appropriate to the occupation or discipline.

10. Title : Engage in occupational development

- Specific outcome 10.1: Analyse recent changes in a chosen occupation, both in South Africa and in three other countries by, e.g.,
- Using three or more sources to collect this information;
  - Categorising various forces impacting on the profession; and
  - Identifying ways in which the occupation has adopted or failed to adapt to forces impacting on it.
- Specific outcome 10.2: Identify possible implications of recent occupational changes on occupational education, training and development in South Africa and in three other countries by, e.g.,
- Comparing and contrast changes in occupational ETD in South Africa and three other countries over the last few years;
  - Identifying possible implications of recent government strategies and legislation on the occupation in South Africa;



- What major challenges currently face ETD for this occupation in South Africa;
- Identify some of the strengths and weaknesses of current ETD for the occupation in South Africa; and
- Suggest in which ETD for this occupation might meet some of the challenges facing it.

Specific outcome 10.3: Incorporate the issues identified above into ETD practice via the integrated practice of various ETD roles prescribed for NQF level 5 by, e.g.,

- Identify the ways in which the issues above impact on each role and in the integrated performance of roles; and
- Demonstrate the ways in which this has been incorporated into practice.

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY****NATIONAL DEGREE IN OCCUPATION-DIRECTED EDUCATION, TRAINING AND DEVELOPMENT (ETD) PRACTICE**

**Field** : Education, Training and Development  
**Sub-field** : Adult Learning  
**NQF level** : 6  
**Credits** : 360

**Purpose of the qualification:**

A practitioner who has achieved this qualification will have achieved a deep disciplinary or occupational base in support of ETD practice. This will further advance their competence in selected ETD roles and build a basis for specialised learning. They will be capable of making significant contributions to structured and targeted skills development within or across organisations, and at sectoral or national level.

The qualification will allow practitioners to advance to a level 7 qualification in occupation-directed ETD. It also provides them with credits which they can carry across towards earning any other ETD qualification at the same level.

**UNIT STANDARDS AT LEVEL 6**

- |          |   |
|----------|---|
| 1. Title | : Plan a curriculum   |
| 2. Title | : Co-ordinate the design of a variety of training materials           |
| 3. Title | : Facilitate learning through selecting and integrating methodologies |
| 4. Title | : Manage quality assurance system                                     |
| 5. Title | : Guide and counsel learners  |
| 6. Title | : Manage a learning system  |
| 7. Title | : Design, conduct and co-ordinate research                            |
| 8. Title | : Engage in occupational development                                  |

9. Title : Evaluate learning systems

## UNIT STANDARDS FOR OCCUPATIONAL-DIRECTED EDUCATION, TRAINING AND DEVELOPMENT

### UNIT STANDARDS TITLES AND SPECIFIC OUTCOMES - NQF LEVEL 6

1. Title : Plan a curriculum

Specific outcome 1.1: Establish partnerships needed for the design of the curriculum by, e.g.,

- Identifying roleplayers suggested by the Skills Development Act, Labour Relations Act and other relevant legislation;
- Establishing a forum or structure to involve the relevant roleplayers; and
- Working out the functions, roles and levels of involvement of all roleplayers.

Specific outcome 1.2: Identify the factors to be addressed in the curriculum by, e.g.,

- Analysing the sector, enterprise or workplace skills plan;
- Identifying learner needs; and
- Identifying available resources.

Specific outcome 1.3: Develop a curriculum framework by, e.g.,

- Mapping the progression and portability between the qualifications which the curriculum will cover;
- Defining the education and training philosophy or approach on which the curriculum is based; and
- Outlining the purpose, outcomes, materials, and mode of delivery for each programme.

Specific outcome 1.4: Develop an assessment framework of the curriculum which include, e.g.,

- The roles of learners, practitioners and quality assurance agencies;
- The purpose of assessment, including admission; placement; formative and summative assessment; and recognition of prior learning;
- Principles and procedures for conducting assessment; and



- Where assessment should take place and what will be assessed.

Specific outcome 1.5: Pilot the curriculum and make adjustments as a result of feedback and evaluation by, e.g.,

- Listing the factors on which feedback will be needed;
- Developing evaluation instruments and strategies;
- Collating and analysing information and feedback; and
- Making revisions as needed.

Specific outcome 1.6: Evaluate own performance by, e.g.,

- Identifying strengths and weaknesses; and
- Planning to integrate lessons learned into future practice.

Specific outcome 1.7: Record the curriculum and evaluation in ways which will, e.g.,

- Enable practitioners to use them in the future; and
- Be suitable for national and organisational quality assurance purposes.

2. Title : Co-ordinate the design of a variety of training materials

Specific outcome 2.1: Investigate the need for training materials in the learning programme.

Specific outcome 2.2: Select the appropriate learning support media based on learner needs and learning context.

Specific outcome 2.3: Determine the requirements, purpose and parameters of the training materials.

Specific outcome 2.4: Communicate requirements, purpose and parameters to the development team.

Specific outcome 2.5: Co-ordinate the materials development process by, e.g.,

- taking into account in the allocation of work the abilities of each developer;
- developing content of the training materials;
- designing structure of the training materials; and
- creating a draft copy of the training materials.

Specific outcome 2.6: Arrange a pilot programme for the evaluation of the newly designed training materials.

Specific outcome 2.7: Ensure revisions are made.

Specific outcome 2.8: Evaluate own performance by, e.g.,

- identifying strengths and weaknesses; and
- planning to integrate lessons learned into future practice.

3. Title : Facilitate learning through selecting and integrating methodologies

Specific outcome 3.1: Prepare the learners and learning environment

Specific outcome 3.2: Create communication and support strategies within groups to encourage, e.g.,

- dialogue;
- lasting networks; and
- integration of different viewpoints.

Specific outcome 3.3: Relate new knowledge to prior learning.

Specific outcome 3.4: Scope the intended learning strategy by, e.g.,

- clarifying goals/outcomes;
- establishing relationships between various activities; and
- incorporating learner needs and expectations.

Specific outcome 3.5: Implement the learning strategy by, e.g.,

- adapting the learning strategies for individual and/or group learning to the learning context;
- using open, interactive and participatory approaches to construct knowledge;
- supporting learner progress; and
- effectively managing the learning process.

Specific outcome 3.6: Consolidate the learning by, e.g.,

Encouraging learners to construct a synthesis report.

Specific outcome 3.7: Evaluate the learning process

- critiquing the facilitation and learning process through reflection; and
- making modifications to inform the planning of the facilitation of the future learning interventions.

Specific outcome 3.8: Maintain effective and efficient administrative system.

4. Title : Manage quality assurance system

- Specific outcome 4.1: Monitor quality assurance system by, e.g.,
- regularly monitoring learning programmes, training materials, staff performance and availability of resources;
  - regularly monitoring moderation and assessment practices;
  - regularly monitoring on-going staff development; and
  - monitoring documentation and data management relevant to training.
- Specific outcome 4.2: Evaluate quality assurance system by, e.g.,
- developing review mechanisms to assist with evaluation of quality assurance system; and
  - holding consultations with relevant role people to assist with the evaluation of organisation's quality assurance systems.
- Specific outcome 4.3: Report and make recommendations by, e.g.,
- submitting reports (which include recommendations for future developments) on a regular basis to relevant SETA/ETQA bodies and to relevant people within the organisation on status of quality assurance system; and
  - planning and implement approved changes to organisation's quality assurance system.

5. Title : Guide and counsel learners

- Specific outcome 5.1: Identify learners needs and problems e.g.
- through interviews;
  - when approached; and
  - through ongoing interaction with learners.
- Specific outcome 5.2: Establish a relationship between oneself and the learner - e.g.
- relationship of trust; and
  - relationship should assist the learner in dealing with the need problem.
- Specific outcome 5.3: Provide guidance and counselling to the learner on the areas that the practitioner can handle, e.g.
- career planning;
  - career development;
  - conflict resolution;



- anxiety management (learning, assessment, performance);
- personal development;
- time management;
- stress management; and
- personal crisis relating to immediate events in the learners' lives (e.g. divorce, family deaths, etc).

Specific outcome 5.4: Refer issues outside of own expertise to a relevant specialist, e.g. to

- occupational therapists;
- social welfare issues;
- alcoholic anonymous;
- drug rehabilitation centres;
- retrenchment counselling; and
- marriage/family counselling.

Specific outcome 5.5: Evaluate the relationship and progress on activities one has with the learner and identify ways of improving it.

Specific outcome 5.6: Keep records of interactions with the learner which, e.g.

- should be confidential
- are in keeping with the organisational and established guidance and counselling principles.

6. Title : Manage a learning system

Specific outcome 6.1: Design and develop learning systems by, e.g.,

- ensuring systems are aligned with national/sector or enterprise policies and skills development plans;
- being aware that a learning system may span a number of learnerships/ learning programmes within an enterprise, or alternatively, a single learnership/ learning programme may span across many institutional contexts; and
- ensuring learnerships/ learning programmes are meeting market needs.

Specific outcome 6.2: Co-ordinate management of multiple learning programmes by, e.g.,

- ensuring alignment with organisational systems and procedures;

- taking resources, needs and education and training trends into account;
- keeping the system open to reflection and adaptation; and
- assessing the impact of legislative changes – current and future – and adjusting the learning system accordingly.

Specific outcome 6.3: Develop long term plans for the improvement of the learning system by, e.g.,

- taking current situations and national trends into account.

7. Title : Design, conduct and co-ordinate research

Specific outcome 7.1: Select an area and topic for research by, e.g.,

- considering the aims and objectives of the skills development strategy;
- considering sector and workplace skills development plans; and
- selecting areas or topics that will transform an element of ETD or occupational practice, or contribute to the development of a discipline..

Specific outcome 7.2: Select and apply appropriate research methodologies by, e.g.,

- considering research aims and resources available; and
- considering disciplinary norms and bodies of knowledge.

Specific outcome 7.3: Design a research plan by, e.g.,

- considering research aims and selected methodologies as well as resources available; and
- considering norms and ethics of the discipline or occupation concerned.

Specific outcome 7.4: Conduct and manage the research process according to the research action plan by, e.g.,

- adapting both the plan and the implementation as necessary.

Specific outcome 7.5: Interpret the data collected with regard to the research question and methodology, hypothesis and topic concepts.

Specific outcome 7.6: Evaluate the research process by, e.g.,

- considering the intended process and the extent to which the

research question has been satisfactorily answered.

Specific outcome 7.7: Make recommendations regarding future improvements to research.

8. Title : Engage in occupational development

Specific outcome 8.1: Analyse recent changes in a chosen occupation in South Africa and international by, e.g.

- using a range research techniques to collect this information;
- categorising various forces impacting on the profession; and
- identifying ways in which the occupation has adapted or failed to adapt to forces impacting on it, and some of the underlying reasons.

Specific outcome 8.2: Identifying possible implications of recent occupational changes on occupational education, training and development in South Africa and internationally by, e.g.,

- comparing and contrasting changes in ETD for the occupation in South Africa and internationally over the last few years;
- identifying possible implications of recent government strategies and legislation on the occupation in South Africa;
- identifying major challenges currently faced by ETD for this occupation in South Africa;
- identifying some of the strengths and weaknesses of current ETD for the occupation in South Africa; and
- suggesting ways in which ETD for this occupation might meet some of the challenges.

Specific outcome 8.3: Incorporate the issues identified above into ETD practice via the integrated practice of various ETD roles by, e.g.,

- identifying the ways in which the issues above impact on each role and on the integrated performance of roles; and
- demonstrating the ways in which this has been incorporated into practice.

9. Title : Evaluate learning systems

Specific outcome 9.1: Develop stakeholder driven evaluation systems within an enterprise or economic sector by, e.g.,



- working with affected stakeholders in order to jointly develop systems.

Specific outcome 9.2: Evaluate systems consistently across a range of learning situations.

Specific outcome 9.3: Analyse the results of evaluations by, e.g.,

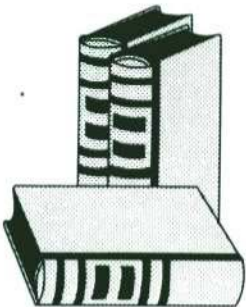
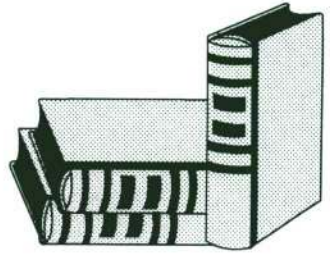
- taking into account efficiency and effectiveness of various learning options.

Specific outcome 9.4: Report and generally communicate the analysis of the evaluations to the involved stakeholders and the appropriate audiences.

Specific outcome 9.5: Evaluate the effectiveness of the evaluation systems by, e.g.,

- taking into account efficiency and effectiveness of various evaluation options.

*Where is the largest amount of meteorological information in the whole of South Africa available?*



*Waar is die meeste weerkundige inligting in die hele Suid-Afrika beskikbaar?*

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Departement van Omgewingsake en Toerisme

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