

**CONCEPT ANALYSIS OF
CRITICAL CROSS-FIELD OUTCOMES IN THE CONTEXT OF
PRIVATE SERVICE PROVIDERS WITHIN
FURTHER EDUCATION AND TRAINING (FET)**

BY

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SUMMARY

Title: Concept analysis of Critical Cross-Field Outcomes in the Context of Private Service Providers within Further Education and Training (FET)

Degree: Philosophiae Doctor

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This research study is a concept analysis of the Critical Cross-Field Outcomes (CCFOs). Legislation and related documentation such as SAQA Bulletins, respective Acts, and position papers of the South African Qualifications Authority (SAQA) and the National Qualifications Framework (NQF) describe the CCFOs as one of the transformational tools utilised by the SAQA to ensure access, portability and lifelong learning. CCFOs express the intended results of education and training and underpin all learning processes, thus enhancing the learning process and contributing to the full development of an individual. CCFOs are generic and cross-curricular, they are not restricted to any specific learning context, but inform the formulation of specific outcomes in the individual areas of learning for all learners at all levels on the NQF. CCFOs should direct education, training and development practices, as well as the design and implementation of learning programmes. Learning materials should also be designed and utilised accordingly.

Critical Cross-Field Outcomes are also referred to as soft competencies, personal competencies, thinking competencies and life competencies, which are the abilities that people need to be active, responsible and successful members of society. They provide the means to build a career and make the person more effective in executing a job. CCFOs should be developed during learning processes so that learners are able to deploy them when achieving work-related outcomes.

Knowledge is of little value if it cannot be utilised in new situations or in a form very different from that in which it was originally encountered. Although knowledge is a necessary requirement in education, training and development, it is not sufficient for becoming an expert. What is needed is some evidence that the learners can do something with their knowledge, which implies that they can apply what they know to new situations and problems. The CCFOs are tools that the learner or facilitator can utilise to access knowledge and to develop new knowledge of purposeful objectives.

The outcome of this research is a categorisation of underpinning competencies related to the CCFO statements that facilitators, proposers of qualifications, service providers and Education and Training Quality Assurance (ETQA) Managers can use to incorporate the CCFOs in the education, training and development initiatives. These competencies also serve as the starting point for the outcomes-based principle of designing back. These competencies can also be utilized as a benchmark for conducting competencies audits on the CCFOs. Selected competencies are to be implemented at all levels of the NQF in all the fields as identified by SAQA.

Keywords

Critical Cross-Field Outcomes

Essential outcomes

Critical outcomes

Key competencies

Mayer competencies

Generic competencies

Enabling competencies

Thinking competencies

Soft competencies

Unit standard based education and training

Curriculum design