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ADDENDA

Addendum A: Examples of SAQA Unit standards and Qualifications

Unit standard Example 1:

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Collect, use and communicate data that relate to farming

SAQA US ID	UNIT STANDARD TITLE		
12621	Collect, use and communicate data that relate to farming		
SGB NAME	NSB	REGISTERING PROVIDER	
SGB Primary Agriculture	NSB 01-Agriculture and Nature Conservation		
FIELD		SUBFIELD	
Agriculture and Nature Conservation		Primary Agriculture	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	2
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered	2004-12-02	2007-12-02	SAQA 1657/04

PURPOSE OF THE UNIT STANDARD

The learner that have completed this Unit standard will be able to:

- Collect data that have to do with the running of the farm.
- Compare and interpret data collected.
- Base decision making on interpreted data

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

No prior learning is assumed to be in place

UNIT STANDARD RANGE

N/A

UNIT STANDARD OUTCOME HEADER

Specific outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Explain data collection.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Identification of data to be collected explained

ASSESSMENT CRITERION RANGE

Value of data for future use; suitability of data collected in the past
Changes in methods of collecting and recording data

ASSESSMENT CRITERION 2

2. Types of data to be collected identified

ASSESSMENT CRITERION RANGE

Financial data; farming and farming related data: e.g. yield, machine usage, transport, productivity, labour requirements, consumables, rainfall; human resources data; legal data; marketing data

ASSESSMENT CRITERION 3

3. Methods used to store data demonstrated

SPECIFIC OUTCOME 2

Interpret data.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Comparability of data explained

ASSESSMENT CRITERION RANGE

Data to be used to be expressed in similar units; compare "apples with apples"

ASSESSMENT CRITERION 2

2. Reasons given for comparing data

ASSESSMENT CRITERION RANGE

Identify problem areas; curtail costs; increase productivity and quality; identify possible trends e.g. change in yield; discover deviations e.g. fuel used/km

ASSESSMENT CRITERION 3

3. Decisions made based on interpreted data explained

SPECIFIC OUTCOME 3

Use interpreted data.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Use of interpreted data demonstrated

ASSESSMENT CRITERION 2

2. Follow-up on results based on implementation of interpreted data explained

ASSESSMENT CRITERION 3

3. Reasons for follow-up on implementation of interpreted data explained

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

The assessment of qualifying learners against this standard should meet the requirements of established assessment principles. It will be necessary to develop assessment activities and tools, which are appropriate to the contexts in which qualifying learners are working. These activities and tools may include an appropriate combination of self-assessment and peer assessment; formative and summative assessment, portfolios and observations, etc.

The assessment should ensure that all the specific outcomes, critical cross-field outcomes and essential embedded knowledge be assessed.

The specific outcomes must be assessed through observation of performance. Supporting evidence should be used to prove competence of specific outcomes only when they are not clearly seen in the actual performance.

Essential embedded knowledge must be assessed in its own right, through oral and written evidence. It cannot be assessed by observation only.

The specific outcomes and essential embedded knowledge must be assessed in relation to each other. If a qualifying learner is able to explain the essential embedded knowledge but is unable to perform the specific outcomes, then they should not be assessed as competent. Similarly, if a qualifying learner is able to perform the specific outcomes but is unable to explain or justify their performance in terms of the essential embedded knowledge, they should not be assessed as competent.

Evidence of the specified critical cross-field outcomes should be found both in performance and in the essential embedded knowledge.

Performance of specific outcomes must actively affirm target groups of qualifying learners, not unfairly discriminate against them. Qualifying learners should be able to

justify their performance in terms of these values.

- 1 Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.
2. Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA.
4. Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

1. Importance of collecting farming data.
2. Importance of regular data collection.
3. Importance of accessibility of data collected.
4. Importance of comparing "apples with apples" i.e. variables that could affect the comparability of data to be eliminated.
5. Importance of follow-up on implementation of interpreted data

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

The learner will be able to identify and solve problems during the process

UNIT STANDARD CCFO ORGANIZING

The learner will be able to organise and manage himself and his activities responsibly and effectively

UNIT STANDARD CCFO COLLECTING

The learner will be able to collect, analyse and critically evaluate information

UNIT STANDARD CCFO COMMUNICATING

The learner will communicate effectively when reporting on work matters

UNIT STANDARD CCFO SCIENCE

The learner will use science and technology effectively and critically (showing responsibility towards the environment and health of others)

UNIT STANDARD CCFO DEMONSTRATING

The learner will demonstrate an understanding of the world as a set of related systems

UNIT STANDARD ASSESSOR CRITERIA

Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA

UNIT STANDARD NOTES

"Farmer" and "grower" is used as synonyms

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Unit standard Example 2:

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY**REGISTERED UNIT STANDARD:**

Collect, analyse, use and communicate numerical data

SAQA US ID	UNIT STANDARD TITLE				
7451	Collect, analyse, use and communicate numerical data				
SGB NAME	NSB	REGISTERING PROVIDER			
SGB Math. Literacy Mathematics and Math Sciences	NSB 10-Physical, Mathematical, Computer and Life Sciences				
FIELD	SUBFIELD				
Physical, Mathematical, Computer and Life Sciences	Mathematical Sciences				
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS		
ABET Level 4	Regular-Fundamental	Level 1	2		
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER		
Reregistered	2003-12-03	2006-12-03	SAQA 1351/03		

PURPOSE OF THE UNIT STANDARD

People credited with this unit standard are able to:

- Identify situations for investigation and data collection, collect data;
- Classify and analyse data;
- Summarise and display organised data;
- Extract and interpret information from various forms of display, communicate findings and critically evaluate information; and
- Demonstrate understanding of the concept of chance and simple probabilities.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

The following competency at ABET Numeracy level 3 is assumed to be in place:

The ability to construct and use tables and graphs to organise and interpret information.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Identify situations for investigation and data collection and collect numerical data.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Situations for data collection are identified in terms of the purpose for data collection.

ASSESSMENT CRITERION 2

2. Appropriate methods are selected to collect data.

ASSESSMENT CRITERION 3

3. A variety of appropriate data collection methods are used to collect data from primary and secondary sources.

ASSESSMENT CRITERION RANGE

Surveys, books, interviews, observations, tally sheets and questionnaires.

ASSESSMENT CRITERION 4

4. The potential misuse of data achieved through the data collection method is described.

ASSESSMENT CRITERION 5

5. Reasons for and limitations of using sampling are described.

SPECIFIC OUTCOME 2

Classify and analyse numerical data.

OUTCOME RANGE

Grouped and ungrouped data.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Data is organised for meaningful analysis.

ASSESSMENT CRITERION RANGE

Classification, ordering, listing.

ASSESSMENT CRITERION 2

2. Analytical tools are used correctly and appropriately to analyse the data.

ASSESSMENT CRITERION RANGE

Median, mean, modes, frequency, range.

ASSESSMENT CRITERION 3

3. The differences between and uses of mean, median and mode are described.

SPECIFIC OUTCOME 3

Summarise and display organised numerical data.

OUTCOME RANGE

Graphs: pie, frequency polygon, histogram, simple bar graph, stem and leaf.

Tables, basic tree diagrams.

Display may be through different technologies.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. The form of display is appropriate to the data and context, and is justified in terms of its appropriateness.

ASSESSMENT CRITERION 2

2. The scale is selected and used for a reasonable presentation of the data, and the scale is justified in terms of its reasonableness.

ASSESSMENT CRITERION 3

3. Different forms of display are identified and evaluated in terms of their purposes.

SPECIFIC OUTCOME 4

Extract, interpret and critically evaluate information from various forms of display.

OUTCOME NOTES

Extract, interpret and critically evaluate information from various forms of display and communicate findings.

OUTCOME RANGE

Graphs: pie, frequency polygon, histogram, simple bar graph, stem and leaf.

Tables, basic tree diagrams.

Display may be through different technologies.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. The information extracted from the display is consistent with the display.

ASSESSMENT CRITERION 2

2. The information is interpreted to form informed opinions.

ASSESSMENT CRITERION 3

3. Displays that distort information are identified and the manner in which they distort information is described.

ASSESSMENT CRITERION 4

4. The effect of distortions in displays is described in terms of the impact on meaning in social, socio-historical, political and economic contexts.

ASSESSMENT CRITERION 5

5. Projections or predictions are made in a manner that is consistent with the display.

ASSESSMENT CRITERION 6

6. The information is analysed to determine and report on the validity of data collection methods, forms of display and projections that are made.

ASSESSMENT CRITERION 7

7. Communication of findings is clear, consistent with the display and makes use of accepted terminology.

SPECIFIC OUTCOME 5

Demonstrate understanding of the concept of chance and calculate simple probabilities.

OUTCOME RANGE

Limited to systematic counting strategies.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Situations are identified in which chance arises.

ASSESSMENT CRITERION 2

2. Simple probabilities are determined.

ASSESSMENT CRITERION 3

3. Statements of chance are correctly interpreted.

ASSESSMENT CRITERION 4

4. The number of combinations and the probability of a particular event are determined.

ASSESSMENT CRITERION 5

5. Probabilities are used to address simple real or simulated problems.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Identify and solve mathematical problems in which responses display that responsible decisions using critical and creative thinking have been made.

UNIT STANDARD CCFO ORGANIZING

Organise and manage oneself and one's activities responsibly and effectively.

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organise critically evaluate numerical data.

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively using numerical data.

UNIT STANDARD CCFO DEMONSTRATING

Understand the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

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Unit standard Example 3:

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY**REGISTERED UNIT STANDARD:**

Collate, understand and communicate workplace data

SAQA US ID	UNIT STANDARD TITLE				
8558	Collate, understand and communicate workplace data				
SGB NAME	NSB	REGISTERING PROVIDER			
SGB Hospitality, Tourism, Travel, Leisure and Gaming	NSB 11-Services				
FIELD	SUBFIELD				
Services	Hospitality, Tourism, Travel, Gaming and Leisure				
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS		
Undefined	Regular	Level 4	5		
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER		
Registered	2001-06-13	2004-06-13	SAQA 1036/01		

PURPOSE OF THE UNIT STANDARD

A person assessed as competent against this unit standard will be able to collate, understand and communicate data in the workplace by making use of a measuring instrument to determine quantities, and using a basic graph to analyse and communicate information relating to the workplace.

This competence will equip individuals with the numeracy competencies to operate more effectively in their workplace and in their learning. It will contribute to more numerate workplace and learning environments.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

A person taking this unit standard is assumed to have numeracy equivalent to NQF 2.

UNIT STANDARD RANGE

Guides to the scope and complexity of the specific outcomes and essential embedded knowledge are provided in ranges/points beneath each. These are prefaced by "for example" since they are neither comprehensive nor necessarily appropriate to all contexts. Alternatives must however be comparable in scope and complexity.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Read and use a basic scale.

OUTCOME RANGE

- Using a familiar measuring instrument.
- To determine quantities to the nearest marked number.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

When conducting assessments, assessors must ensure that they are familiar with the full text of the Unit standards being assessed.

They must ensure that the assessment covers the specific outcomes, critical cross-field outcomes and essential embedded knowledge.

As each situation is different, it will be necessary to develop assessment activities and tools, which are appropriate to the contexts in which practitioners are working. These activities and tools may include self-assessment, peer assessment; formative and summative assessment.

The specific outcomes and essential embedded knowledge must be assessed in relation to each other. If a practitioner is able to explain the essential embedded knowledge but is unable to perform the specific outcomes, they should not be assessed as competent. Similarly, if a practitioner is able to perform the specific outcomes but is unable to explain or justify their performance in terms of the essential embedded knowledge, they should

not be assessed as competent.

METHOD OF ASSESSMENT

Assessment should include practical demonstration of competence, either in the workplace or through work-realistic, out-of-classroom simulation.

A range of assessment methods should be used, including:

Direct observation - watch the practitioner carry out the task or produce a desired outcome during the course of his or her normal work under normal workplace conditions

Product sample - examine the outcomes previously produced by the practitioner

Simulation of a specific task - set a specific task for the practitioner to demonstrate in a simulated environment

Questioning (verbal or written) - ask relevant questions linked to the unit standard

Testimony - collect a portfolio of evidence from suitable people (e.g.: reports from a third party).

Integrated assessment

It may be more effective and efficient to assess a number of unit standards together thus reducing the overall number of assessment 'events'.

- Consider a complete activity in the workplace (the 'whole of work' approach) and see which unit standards relate to this activity.
- Work out how practitioners could collect evidence on a number of unit standards at the same time covering all the critical aspects of the standards
- Ensure that commonalities that exist between a number of unit standards are captured in a way that makes sense for assessment.

SPECIFIC OUTCOME 2

Use basic graphical techniques to understand & communicate information relating to work environment.

OUTCOME RANGE

- Develop a basic table or graph to capture information in relation to any workplace task.
- Understand the information presented in the table or graph.
- Present the information using a table or graph.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

When conducting assessments, assessors must ensure that they are familiar with the full text of the Unit standards being assessed.

They must ensure that the assessment covers the specific outcomes, critical cross-field outcomes and essential embedded knowledge.

As each situation is different, it will be necessary to develop assessment activities and tools, which are appropriate to the contexts in which practitioners are working. These activities and tools may include self-assessment, peer assessment; formative and summative assessment.

The specific outcomes and essential embedded knowledge must be assessed in relation to each other. If a practitioner is able to explain the essential embedded knowledge but is unable to perform the specific outcomes, they should not be assessed as competent. Similarly, if a practitioner is able to perform the specific outcomes but is unable to explain or justify their performance in terms of the essential embedded knowledge, they should not be assessed as competent.

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- Work out how practitioners could collect evidence on a number of unit standards at the same time covering all the critical aspects of the standards
- Ensure that commonalities that exist between a number of unit standards are captured in a way that makes sense for assessment.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

1. Anyone assessing a learner or moderating the assessment of a learner against this unit standard must be registered as an assessor with the relevant ETQA.
2. Any institution offering learning that will enable the achievement of this unit standard must be accredited as a provider with the relevant ETQA.
3. Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQAs policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQAs (including professional bodies); and in terms of the moderation guideline detailed under point 4 immediately below.

4. Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards as well as the integrated competence described in the qualification.

Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution which is accredited by the relevant ETQA.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The qualifying learner is able to demonstrate a basic knowledge and understanding of:

1. Knowledge of more than one graphical technique for analysing and presenting information.

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO WORKING

Working effectively with others as a member of a team, group, organisation or community (relates to both outcomes).

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively (relates to both outcomes).

UNIT STANDARD CCFO CONTRIBUTING

Personal Development (relates to both outcomes).

UNIT STANDARD NOTES

Assessment case studies and other supplementary to be developed through the learnership pilots.

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Addendum A continued: Examples of SAQA Qualifications

Qualification Example 1: (Based on exit level outcomes, not unit standards)



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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED QUALIFICATION:

Diploma: Education: Early Childhood Development and Education

SAQA QUAL ID	QUALIFICATION TITLE				
15261	Diploma: Education: Early Childhood Development and Education				
SGB NAME	NSB	REGISTERING PROVIDER			
	-	Rand Afrikaans University			
Quality Assuring ETQA					
CHE-Council on Higher Education					
QUALIFICATION TYPE	FIELD	SUBFIELD			
National Diploma		Early Childhood Development			
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS		
Undefined	240	Level 5	Regular-Provider-ELOAC		

REGISTRATION STATUS	SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Registered	SAQA 0943/02	2003-07-01	2006-06-30

PURPOSE AND RATIONALE OF THE QUALIFICATION

The primary purpose of this qualification is to provide qualifying learners with the ability to:

- Develop intellectual and practical competencies to identify developmental and educational needs,
- Analyse, interpret and understand early childhood development and education concepts,
- Reflect upon application of theory in practical teaching.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

Learners accessing this qualification should demonstrate their ability to:

- Read textbooks and study material with understanding and disseminate relevant literature,
- Functional literacy in written and oral form,
- Perform basic mathematical manipulations,
- Draw conclusions,
- Record findings and present results.

Grade 12 Certificate and Teachers Diploma (M+2)

Recognition of prior learning:

A learner who claims to have achieved entry requirements through experiential learning will be assessed. If the student is found to be competent the student may gain:

*Access,

*Advance placement,

*Or recognition of degree status will be granted on condition of continuing education.

RECOGNISE PREVIOUS LEARNING?

Y

EXIT LEVEL OUTCOMES

The learners should be able to:

1. Identify, analyse, assess and address the learning and developmental needs of individuals and educational settings, including schools and classrooms, based on relevant theoretical knowledge and reflect on his/her own problem-solving practice.
2. Collaborate, consult and work effectively within various professional contexts as a member of a team, group, and organisation based on knowledge of group work, consultation and collaboration, and be able to reflect on their own other's collaborative practices.
3. Organise and manage themselves and their professional activities responsibly, ethically and effectively work effectively.
4. Select and apply appropriate elementary educational and research methodology to collect, analyse and interpret information about educational, developmental, and organisational phenomena and communicate the findings and recommendations effectively as well as reflect on research competency.

5. Communicate with individuals, groups and organisations with regards to educational, developmental and organisational issues in oral and written format using visual and/or statistical modes of communication.
6. To access and process information through relevant information technology.
7. To explore, apply and critically reflect on the eco-systematic perspective towards the attainment of effective learning, health promoting schools and organisations.
8. Explore, apply and assess relevant learning theories, learning styles and strategies to learn effectively and facilitate lifelong learning.
9. Participate as responsible educational and learning support practitioners in promoting the education and development of all individuals and schools by means of the identification, prevention and management of educational, development and organisational problems.
10. Explore and develop cultural and aesthetic sensitivity in individuals, groups and communities.
11. Explore and utilise educational and career opportunities in inclusive education and special educational needs.
12. Develop and assess entrepreneurial opportunities in education and special educational needs.

ASSOCIATED ASSESSMENT CRITERIA

The learner can: / Does the learner:

1. Can the learner effectively identify, analyse, and address the learning and developmental needs of individuals and educational settings, including schools and classrooms, based on relevant theoretical knowledge and reflect on his/her own problem-solving practice?
2. Can the learner collaborate, consult and work effectively within various professional contexts as a member of a team, group, and organisation based on knowledge of group work, consultation and collaboration, and be able to reflect on their own other's collaborative practices?
3. Can the leaner responsibly, ethically and effectively organize and manage themselves and their professional activities?
4. Can the learner appropriately select and apply elementary educational and research methodology to collect, analyse and interpret information about educational, developmental and organisational phenomena, and effectively communicate the findings and recommendations as well as reflect on research competency?
5. Can the learner completely communicate with individuals, groups and organisations with regards to educational, career and organisational issues in oral and written format using visual and/or statistical modes of communication?
6. Can the learner access and process information through relevant information technology?
7. Can the learner efficiently explore, apply and critically reflect on the eco-systematic perspective towards the attainment of health-promoting schools and organisations?
8. Can the learner adequately explore, apply and assess relevant learning theories,

learning styles and strategies to learn effectively and facilitate lifelong learning?

9. Can the learner appropriately and competently participate as responsible educational and learning support practitioners in promoting the education and development of all individuals and schools by means of the identification, prevention and management of educational, developmental and organisational problems?
10. Can the learner appropriately explore and develop cultural and aesthetic sensitivity in individuals, groups and communities?
11. Can the learner effectively and creatively explore and utilise educational and career opportunities in inclusive education and special educational needs?
12. Can the learner competently develop and assess entrepreneurial opportunities in education and special educational needs?

Formative assessment practices that will be implemented:

Learners are continuously assessed during modules via informal tests, 2 assignments per module, tutorials, group projects and peer assessment.

Summative assessment practices that will be implemented:

Integrated assessment, focusing on the achievement of the exit-level outcomes, will be done by means of a final written examination.

ARTICULATION OPTIONS

1. Access to qualifications on a lower level:

None

2. Access to qualifications on the same level:

None

3. Access to qualifications on a higher level:

On completion learners can apply to enter the Bachelor of Education (Honours)

MODERATION OPTIONS

Modules and examination papers will be moderated by subject specialist in the department. External specialists in the field of Special Educational Needs, Education Psychology and Education Guidance will continuously moderate outcomes, assessment criteria and quality of the course.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

1. Criteria regarding formal qualification that assessors should have:

The assessors should have a B Ed in Learners with Special Educational Needs or a B Ed in Educational Psychology or a B Ed in Educational Guidance or in related field of education.

2. Criteria regarding job or learning area experience

The assessors should be experienced in the teaching of learners with special educational needs or related educational fields.

3. Criteria regarding experience of or exposure to assessment

The assessors should have knowledge of and experience in relevant assessment practices.

NOTES

This is an old qualification recorded in June 1998.

UNIT STANDARDS:

This qualification is not based on Unit standards.

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Qualification Example 2: (Based on unit standards)

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY**REGISTERED QUALIFICATION:**

National Certificate: Information Technology: End User Computing

SAQA QUAL ID	QUALIFICATION TITLE		
49077	National Certificate: Information Technology: End User Computing		
SGB NAME	NSB	PROVIDER NAME	
SGB Computer Sciences and Information Systems	NSB 10-Physical, Mathematical, Computer and Life Sciences		
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	Physical, Mathematical, Computer and Life Sciences	Information Technology and Computer Sciences	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	130	Level 3	Regular-Unit Stds Based

REGISTRATION STATUS	SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Registered	SAQA 1257/04	2004-12-02	2007-12-02

PURPOSE AND RATIONALE OF THE QUALIFICATION

The purpose of the qualification is to build the knowledge and competencies required by learners in End User Computing. It is intended to empower learners to acquire knowledge, competencies, attitudes and values required to operate confidently in the End User Computing environment in the South African community and to respond to the challenges of the economic environment.

The qualification addresses the need in the workplace for nationally recognised qualifications, based on unit standards, which will allow learners with workplace experience in End User Computing to obtain recognition for prior learning.

The qualification provides a framework for learners to develop competencies that will enable them to become competent in End User Computing. It introduces theoretical concepts of End User Computing and requires the application thereof, to develop a range of competencies that will enable learners to be better-informed workers in their chosen industry. It provides a balanced learning experience that lays the foundation for access to further education, life long learning and to productive employment.

A qualifying learner will be able to: Competently apply the knowledge, techniques & competencies of End User Computing applications in the workplace. Understand the impact and use Information Communication & Technology (ICT) in an organisation and society. Improve Communication by combining communication competencies with End User Computing competencies. Improve the application of mathematical literacy in the workplace, by better utilising applicable End User Computing Applications

The National Certificate in IT: End User Computing at NQF Level 3 is intended for learners already employed or new learners entering the workplace, requiring End User Computing competencies. The unit standards of this qualification may be added to other industry qualifications to provide an End User Computing focus with comparison, choice, interpretation and the application of knowledge.

Rationale of the qualification

The National Certificate in IT: End User Computing - NQF Level 3, is designed to meet the needs of learners who require end user computing competencies in all sectors of the economy, as End User Computing is an essential skill in any business today. The qualification is designed to accommodate both learners in formal education and learners already employed. It aims to develop informed and skilled learners that can apply the acquired competencies in any industry and should contribute towards improved productivity and efficiency in the workplace.

The need for the qualification was highlighted by an IT sector study that was done and confirmed by ISETT SETA. The design of the qualification is unit standard based, to allow learners to qualify for a national qualification by accumulating the required credits via short learning programmes or workplace practical experience or both. It also allows learners to achieve the qualifications through recognition of prior learning, learnerships schemes or formal training.

The qualification at this level is foundational and generic, allowing maximum mobility between qualifications. Apart from the workplace needs the qualification will address, it is also designed as an entry-level qualification into most further education and training fields, because of the wide application of End User Computing in any environment. It will allow articulation into further qualifications in End User Computing or other IT qualifications, as well as entry into any other Further Education and Training where End User Computing is required.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that the learner is competent in competencies gained at the further education and training band up to NQF level 2. Further learning assumed is that learners are competent in End User Computing at NQF level 1.

The assumed learning can be acquired in the traditional way of formal study as well as in the workplace. Acquiring the competencies in a workplace (either via formal learnerships or on-the-job training) has the potential of addressing the problems of the past, where formal qualifications were only obtainable by way of formal study.

Recognition of prior learning (RPL)

Many of the competencies used in the IT profession has traditionally been acquired through short courses and on-the-job training, which did not provide formal recognition (at a national level) of the knowledge and competencies acquired. These competencies are still today viewed by most industries as invaluable but there is no national recognition. The nature of the IT field means that competence is developed experientially, therefore the assessment processes should recognise experience versus theoretical knowledge. Recognition of prior learning will now allow learners with these valuable competencies to be assessed and recognised formally.

Any learner wishing to be assessed may arrange to do so without having to attend any formal training. For recognition of prior learning the learner will be required to submit a portfolio of evidence of relevant experience, in a prescribed format, to be assessed for formal recognition. The assessor and learner will decide jointly on the most appropriate assessment procedures, subject to the assessment rules of the relevant ETQA. Learning assumed to be in place must be assessed by the assessor prior to any assessment relating to this qualification.

RECOGNISE PREVIOUS LEARNING?

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QUALIFICATION RULES

Rules regarding NQF levels of credits

The qualification consists of a minimum of 127 credits and has been designed in accordance with the SAQA regulations and rules of combination

Rules regarding Fundamental, Core and Electives

1. All fundamental unit standards are compulsory for this qualification. (41 credits)
2. All core unit standards are compulsory. (56 credits)

Rules regarding Electives

1. A minimum of 30 elective credits needs to be completed out of one of the elective specialisation fields listed
2. Additional standards from any other SAQA field or sub-field may be added to the listed electives.

EXIT LEVEL OUTCOMES

1. Demonstrate an understanding of applying Graphical User Interface (GUI)-based Word Processing Application competencies in the Workplace.
2. Demonstrate an understanding of applying Graphical User Interface (GUI)-based Presentation Application competencies in the Workplace.
3. Demonstrate an understanding of applying GUI-based Spreadsheet Application competencies in the Workplace.
4. Demonstrate an understanding of applying GUI-based Electronic Mail Application competencies in the Workplace.
5. Demonstrate an understanding of applying GUI-based Web Browser Application

competencies in the Workplace.

6. Improve Communication by combining communication competencies with End User Computing competencies.
7. Improve the application of mathematical literacy in the workplace, by better utilising End User Computing Applications.
8. Demonstrate an understanding of the use of Information Communications & Technology (ICT) in an organisation & the impact it has on societies.

In addition to the above, unit standards will be utilised to provide depth of specification of the outcomes ranges and the assessment criteria and processes.

ASSOCIATED ASSESSMENT CRITERIA

1. The ability to apply word processing competencies in a GUI-based application is demonstrated by being able to do the following: Create, edit and format documents Enhance document appearance and to create merged documents
2. The ability to apply presentation competencies in a GUI-based application is demonstrated by being able to do the following: Create and edit slide presentations Produce a presentation for a specific purpose Enhance the appearance of a presentation
3. The ability to apply spreadsheet competencies in a GUI-based application is demonstrated by being able to do the following: Create and edit spreadsheets Solve a given problem by using a spreadsheet Enhance the functionality of a spreadsheet & apply graphs/charts
4. The ability to apply electronic mail (email) competencies in a GUI-based application is demonstrated by being able to do the following: Send & receive E-mail messages Enhance, edit & organise E-mail messages

5. The ability to apply Web Browser competencies in a GUI-based application is demonstrated by being able to use a web-browser to search and use information from the internet.
6. Improved Communication is demonstrated by combining End User Computing competencies with fundamental communicating competencies when communicating to others.
7. Demonstrate an improvement of mathematical literacy by utilising End User Computing applications to solve various aspects of personal life and in areas of business.
8. An understanding of impact of ICT and its use in an organisation is demonstrated by explaining its use and impact related to business and societies.

Furthermore, the assessment process should also cover the following generic components: Measure the quality of the observed practical performance as well as the theory and underlying knowledge; Use methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance; Maintain a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the qualification; and Ensure that the relationship between practice and theory is not fixed but varies according to the outcomes being assessed.

Assessment of Critical Cross-field Outcomes

All critical cross-field outcomes are represented in this qualification. Each unit standard clearly outlines how the critical cross-field outcomes have been addressed. This is further summarised in the exit level outcomes of the qualification.

We have designed the exit level outcomes to facilitate the combining of the end user computing standards with the fundamental standards, to enhance the personal competencies, which is extended to support the critical cross-field outcomes.

To ensure applicability of Fundamental and Critical Cross-field Outcomes, this should be assessed as part of Core and Elective unit standard assessments.

Integrated Assessment

Development of the competencies may be achieved through a combination of formal and informal learning, self-learning, training programmes and work-based application.

Providers should conduct diagnostic and formative assessment. Formative, continuous and diagnostic assessments should also take place in the work place, if applicable. The learner should also be able to assess him or herself and determine readiness for a summative assessment against this qualification.

During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflexive competencies.

To ensure the principles of assessment of fairness, validity, reliability and practicability are upheld, a combination of the assessment methods of observation, product evaluation and questioning should be used, by applying the appropriate assessment tools (as described in the SAQA criteria and guidelines for assessment).

INTERNATIONAL COMPARABILITY

This qualification and unit standards have been evaluated against, and are comparable to core knowledge and specialised knowledge elements found in the following International Qualifications Frameworks: New Zealand NQF, Australian NQF, British NVQs.

Furthermore input to the development of the qualification has been benchmarked against International sources, where the outcomes and assessment criteria, degree of difficulty and notional learning time has been compared, as described below.

For the core competencies required, the following sources were referenced: International certifications like Microsoft MOUS, IC3 and ECDL/ICDL. We also confirmed that the above certifications are used in many African and SADC countries as benchmark for End User Computing competencies in a business environment. Countries referred to include, but are not limited to: Mauritius, Tanzania, Kenya, Botswana, Zimbabwe and Zambia

For constructing the qualification structure, the following sources were referenced: Edexcel qualification in Using IT, at UK NQF level 2 (refer NVQ code: Q1052641), Edexcel qualification in Operating IT Systems, at UK NQF level 2 (refer NVQ code: Q1052638), NCC Education's International Certificate in Computer Studies for IT Professionals, Various local short learning programs were also referenced to determine the local demand and structure of the qualification

This qualification combines the NQF principles and requirements, with Internationally accepted Knowledge Areas required in End User Computing, to address the specific needs of the South African environment.

ARTICULATION OPTIONS

The qualification at this level is foundational and generic, allowing maximum mobility between qualifications. Apart from the workplace needs the qualification will address, it is also designed as an entry-level qualification into most further education and training fields, because of the wide application of End User Computing in any environment.

This qualification was designed carefully to ensure vertical and horizontal articulation. It was developed to allow for further study in ICT and related fields at further education levels. The qualification was designed as part of a set of IT qualifications from NQF level 3 through to level 5 and higher. Two NQF level 4 qualifications (one in the systems support sub-area of IT and one in systems development) have recently been registered on the NQF. This new qualification addresses the learning assumed to be in place for the two NQF 4 qualifications mentioned, allowing learners' articulation into the ICT field.

As described earlier, many of the competencies used in the IT profession has traditionally been acquired through short courses and on-the-job training, which did not provide

formal recognition (at a national level) of the knowledge and competencies acquired. This qualification attempts to address this by allowing articulation into formal fields of study, by recognising the competencies acquired in various means and packaging it as a formal national qualification, and encourage further study having acquired the qualification.

MODERATION OPTIONS

Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor or moderator with the relevant ETQA. Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA.

Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQAs policies and guidelines for assessment and moderation.

Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless ETQA policies specify otherwise.

Moderation should also encompass achievement of the competence described both in individual unit standards as well as the integrated competence described in the qualification.

Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited for assessment by the relevant ETQA.

To ensure that national standards are maintained, the final assessment should be conducted on the following basis, which will be under the control of the relevant ETQAs. National assessment of written papers and/or practical assignments needs to be undertaken, by the relevant ETQA. This must include the necessary assessment tools (e.g. marking schemes) to ensure consistent assessment. The ETQA itself or a nominated body or bodies can perform this function.

Assessment can be institutional or workplace based and must be done by a registered assessor.

External moderation will be undertaken as required, to ensure that the quality of NQF standards are maintained nationally

CRITERIA FOR THE REGISTRATION OF ASSESSORS

The criteria to register as an assessor includes the following: Have a relevant academic qualification or equivalent recognition, at a level higher than the qualification being assessed All registered assessors must have met the requirements of the generic assessor standard, and should be certificated by the ETDP SETA or by the relevant ETQA in agreement with the ETDP SETA in this regard. Assessors should be registered as assessors with the relevant ETQA, in accordance with the policies and procedures defined by the ETQA.

NOTES

Below is a list of the End User Computing unit standards that are the learning assumed to be in place for this qualification:

1. Operate a Personal Computer System
2. Use generic functions in a Graphical User Interface (GUI) environment
3. Install a Personal Computer (PC) peripheral device, in a GUI environment
4. Use a graphical User Interface (GUI)-based presentation application to create and edit slide presentations.
5. Managing files in a Graphical User Interface (GUI) environment
6. Use a Graphical User Interface (GUI)-based word processor to format documents
7. Use a Graphical User Interface (GUI)-based word processor to create and edit documents.

The qualification is ideal for business people in the following fields: Personal Assistants / Receptionists Office Administrators Project Administrators

Unit standards that are not listed in the qualification but relate to the above areas can be combined with this qualification as part of the elective unit standards, as long as the qualification rules are being adhered to.

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	LEVEL	CREDIT
Fundamental	8968	Accommodate audience and context needs in oral communication	Level 3	5
Fundamental	9010	Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2
Fundamental	13915	Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace	Level 3	4
Fundamental	9013	Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 3	4
Fundamental	9012	Investigate life and work related problems using data and probabilities	Level 3	5
Fundamental	11241	Perform Basic Business Calculations	Level 3	6
Fundamental	8973	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	7456	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 3	5
Fundamental	8970	Write texts for a range of communicative contexts	Level 3	5
Fundamental	11002 3	Present information in report format	Level 4	6

	ID	UNIT STANDARD TITLE	LEVEL	CREDIT
Core	117925	Describe the concepts of Information and Communication Technology (ICT) and the use of its components in a healthy and safe manner	Level 2	3
Core	116935	Enhance, edit and organise electronic messages using a Graphical User Interface (GUI)-based messaging application	Level 2	2
Core	117923	Use a Graphical User Interface (GUI)-based presentation application to prepare and produce a presentation according to a given brief	Level 2	5
Core	116937	Use a Graphical User Interface (GUI)-based spreadsheet application to create and edit spreadsheets	Level 2	4
Core	116931	Use a Graphical User Interface (GUI)-based web-browser to search the Internet	Level 2	4
Core	117924	Use a Graphical User Interface (GUI)-based word processor to format documents	Level 2	5
Core	116945	Use electronic mail to send and receive messages	Level 2	2

Core	116936	Use a Graphical User Interface (GUI)-based database application to work with simple databases	Level 3	3
Core	116930	Use a Graphical User Interface (GUI)-based presentation application to enhance presentation appearance	Level 3	5
Core	116940	Use a Graphical User Interface (GUI)-based spreadsheet application to solve a given problem	Level 3	6
Core	116942	Use a GUI-based word processor to create merged documents	Level 3	3
Core	119078	Use a GUI-based word processor to enhance a document through the use of tables and columns	Level 3	5
Core	115391	Demonstrate an understanding of the principles of the internet and the world-wide-web	Level 4	3
Core	114076	Use computer technology to research a computer topic	Level 4	3
Core	116943	Using a Graphical User Interface (GUI)-based spreadsheet application, enhance the functionality and apply graph /charts to a spreadsheet	Level 4	3

	ID	UNIT STANDARD TITLE	LEVEL	CREDIT
Elective	114636	Demonstrate an understanding of preventative maintenance, environmental and safety issues in a computer environment	Level 3	6
Elective	14947	Describe data communications	Level 3	4
Elective	14918	Describe the principles of Computer Programming	Level 3	5
Elective	14913	Explain the principles of computer networks	Level 3	5
Elective	7785	Function in a business environment	Level 3	4
Elective	14912	Investigate the use of computer technology in an organisation	Level 3	6
Elective	13931	Monitor and control the maintenance of office equipment	Level 3	4
Elective	10140	Apply a range of project management tools	Level 4	8
Elective	117928	Describe the application and effect of Information and Communication Technologies (ICT) on society	Level 4	5
Elective	14917	Explain computer architecture concepts	Level 4	7
Elective	10139	Implement project administration processes according to requirements	Level 4	5
Elective	117156	Interpret basic financial statements	Level 4	4
Elective	117927	Use a Graphical User Interface (GUI)-based database application to solve a given problem	Level 4	6
Elective	10135	Work as a project team member	Level 4	8
Elective	117926	Identify and explain ICT risks and recommend security solutions	Level 5	5

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Addendum B: The CCFO Workshop Layout and Planning

Introduction

This section documents the design and methodology that were followed during the Critical Cross-Field Outcomes Workshop as part of the empirical research that was conducted during the study.

Rationale

Even though there is no prescription for the implementation of the Critical Cross-Field Outcomes, SAQA requires the SGBs and SETAs to incorporate the Critical Cross-Field Outcomes in the unit standards and qualifications. “There is no prescription in any of the SAQA regulations or requirements of how these outcomes (Critical Cross-Field Outcomes) are to be incorporated and developed” (NQF and Curriculum Development, 2000:20), and “It is agreed that these outcomes are inadequately addressed at present” (SAQA inter-NSB comments on the NQF study team report, July 2002).

It is standard procedure for learning programme designers and proposers to ensure the incorporation and accommodation of the Critical Cross-Field Outcomes in qualifications and unit standards by listing the Critical Cross-Field Outcomes under the sub-heading, *Notes*, of the qualification or standard and provide an indication of how and where the Critical Cross-Field Outcomes are addressed. See addendum F. This, however, does not ensure that the Critical Cross-Field Outcomes are understood, incorporated in curriculum design, learning materials or transferred by the learner in such a way that it contribute to the full development of the individual and society at large.

The objective of this CCFO workshop is to define the CCFOs in terms of the underpinning competencies. These identified underpinning competencies serve as evidence that the learner has the capabilities underwritten by the CCFO.

The outcome is a list of competencies per CCFO statement that the facilitator, proposer of qualifications, service providers and ETQA managers can use to incorporate the CCFOs in the training and development initiatives. These competencies also serve as the starting point for the outcomes based principle of designing back. This competencies list can also be utilised as a benchmark for conducting competencies audits on the CCFOs. These competencies are to be implemented at all levels of the NQF in all the fields as identified by SAQA.

Critical Cross-Field Outcomes Workshop design and implementation

Outcomes-Based Education and Training, according to Ernst (2003:4), refers to learning interventions that have been designed to teach learners how to accomplish end-results for which they are or will be employed and paid to achieve. Competencies, knowledge and attitudes relate to the performance of a particular competency. The objective of outcomes-based education is to empower learners to fit into society at large, to think critically and to meet the needs set within the world of work (Olivier 2002:10).

Outcomes-Based Education means organising the educational process to obtain the desired results and allowing students to demonstrate the achievement as a means of evaluation (Spady, 1994; III).

The NQF's alignment then with outcomes-based education is at the systems organisation level. The NQF philosophy however does give a lead to curriculum change. It indicates that decision in respect of learning programme design, development, delivery and assessment need to consider constantly the learning outcomes that learners need to demonstrate (SAQA position paper, 2001; 17).

Outcomes-based learning is a *standard-based* way of learning (Olivier, 2002; 4). Standards are set prior to learning and serve as basis for learning. According to Olivier (2002:4) to achieve these standards learners need to engage in self-managed learning. Outcomes-Based Education is about mastering certain outcomes.

Critical Cross-Field Outcomes serve as standards or outcomes and the intention is to design back in order to define and develop these outcomes.

The new curriculum, according to Manganyi (Curriculum 2005, 2), is based on the principles of co-operation, critical thinking and social responsibility and should empower individuals to participate in all aspects of society.

Objective of the Critical Cross-Field Outcomes (CCFO) workshop

The objective of this workshop is to define the Critical Cross-Field Outcomes as perceived by the ETQA managers. These outcomes are defined in order to identify the underpinning competencies of the Critical Cross-Field Outcomes and to determine the ETQAs level of understanding of the CCFO. The theoretical grounding of the CCFOs as identified in chapter 3 are verified by the ETQAs during the workshop.

Ground rules for conducting the Critical Cross-Field Outcomes (CCFO) workshop

Inform all participants of the objective and intention of the workshop prior to conducting it
All participants participate equally
All statements must be worded exactly as prescribed (verbatim)
All decisions must be based on consensus and not on voting or other means
Only one speaker at a time
Respect differences of opinion (diversity)
The person facilitating the workshop will be known as the moderator and not facilitator
(more structured discussion than facilitation)

Planning and preparing for the workshop

The success of any workshop depends on proper planning and preparation. The following serves as guidelines for the preparation phase of the workshop:

Choice and layout of the venue

The CCFO workshop is conducted in a large enough room to allow available space for the activities that will take place. Participants must not feel crowded.

Have water available on the tables, as the duration of the session is not easily determined.

Stationery, flipcharts and index cards must be prepared in advance. Have PRESTIK available to stick the index cards on the wall.

Appointment of the CCFO workshop participants

Knowledgeable practitioners, according to Ernst (2003:34), can describe their occupation or subject matter better than anyone else. The target population for this research is the ETQA managers and stakeholders who have done research on the CCFOs; it is assumed that these individuals are the experts in terms of the CCFO as it is their role as ETQA managers to ensure that the CCFOs are incorporated in qualifications and training material.

Only competent and experienced participants must be appointed. It is important to select knowledgeable persons who are familiar with the content, competencies and competencies of the CCFOs.

Participants are phoned to inform them about the objective of the workshop and discuss their availability and willingness to participate before sending them an invitation for the workshop.

A combination of the following persons is suggested by the OCACA meeting:

Achieving employees who are presently employed in the Education, training and development Quality Assuring positions

Employees who were previously successfully employed in the occupation of Education, training and development Quality Assurance

Supervisors who are presently managing subordinates who are employed in the occupation of Education, training and development Quality Assurance

Stakeholders involved in the ETQA function of the SETA

The participants are requested to draft their own description of the underpinning competencies of the Critical Cross-Field Outcomes. These documents must accompany the participants to the CCFO workshop.

Meeting date

The meeting date is arranged well in advance. This ensures that all the participants can plan and schedule their diaries accordingly. It also allows enough preparation time for the participants to complete the desired documentation mentioned above.

Invitation letter

The invitation letter clearly communicates the following:

The objective of the workshop

Reason for having the workshop

Details of venue, time and date

Instruction for drafting a concept document of the CCFOs

The invitation letter is accompanied by a document providing the motivation and background of the CCFO workshop.

Following is the format of the invitation and the motivation letter.

Invitation letter:

M e m o r a n d u m	
From:	Debbie Smith 082 887 1124
Date:	27 August 2004
Subject:	CCFO Workshop
As telephonically discussed, you are hereby officially invited to participate in the CCFO workshop.	
Objective:	The objective of this workshop is to define the Critical Cross-Field Outcomes (CCFOs). The intention is to identify the underpinning competencies/competencies of the CCFOs.
Date:	16 September 2004
Time:	9:00 – 16:00
Venue:	Country Rendezvous, Olifantsfontein
Participants:	<p>The target population is the ETQA managers from the respective SETAs (see distribution list). Should there be any stakeholders not included that could provide constructive input let me know of such a body or person so that the necessary arrangements can be made to include them.</p> <p>If you have any queries with regards to the inclusion or exclusion of participants, please feel free to contact me to discuss your concerns.</p>
Preparation:	<p>Please prepare documentation regarding your understanding on the concept of the Critical Cross-Field Outcomes.</p> <p>These documents must accompany you to the CCFO</p>

	workshop.
Important:	Attachments: Directions to the venue will be provided on confirmation.
RSVP date:	Only telephonic reservation will be accepted. 082 887 1124
Your willingness to participate is highly appreciated.	
Regards, Debbie Smith	

Motivation Letter:

Introduction

This document serves as a motivation for the above-mentioned workshop and provides background to the initiative.

Rationale

Critical Cross-Field Outcomes are one of the transformational tools utilised by the South African Qualifications Authority (SAQA) to ensure access, portability and lifelong learning. Critical Cross-Field Outcomes 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.

Critical Cross-Field Outcomes 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. Critical Cross-Field Outcomes should direct teaching, training and education practices, as well as the development of learning programmes and materials.

Critical Cross-Field Outcomes are also referred to as personal, thinking and life competencies that 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. Critical Cross-Field Outcomes are often referred to as soft competencies and should be developed during learning processes so that learners are able to use 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 condition, it is not a sufficient condition for becoming an expert. What is needed is some evidence that the students can do something with their knowledge, that is that they can apply the information 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 CCFOs are the competencies that could determine workplace readiness and are the so-called soft competencies a person needs to execute a job effectively.

Objective of workshop

The objective of this CCFO workshop is to define the CCFOs in terms of their underpinning competencies. These identified underpinning competencies serve as evidence that the learner has the capabilities underwritten by the CCFO.

Outcomes and Benefits for participants

The outcome is a list of competencies per CCFO statement that the facilitator, proposer of qualifications, service providers and ETQA managers can use to incorporate the CCFOs in the training and development initiatives. These competencies also serve as the starting point for the outcomes based principle of designing back. This competencies list can also be utilised as a benchmark for conducting competencies audits on the CCFOs. These competencies are to be implemented at all levels of the NQF in all the fields as identified by SAQA.

Purpose of the research

This workshop forms part of my empirical research for my doctorate in Curriculum Design at the University of Pretoria, Faculty Education. The purpose of this research is to report a concept analysis of the Critical Cross-Field Outcomes (CCFO) within the context of the Education, Training and Development environment of the South African Qualifications Authority (SAQA) and the National Qualifications Framework (NQF).

The workshop is not compulsory for you as participant but your input are of utmost importance as you are key role players in the success of the CCFOs. Do invite your SGB members or service providers that you feel will benefit from this initiative. Please keep in mind that only 27 seats are available.

Thank you for your time, effort and cooperation in this regard.

Please contact me if need be.

Kind regards,

Debbie Smith

Equipment and stationery requirements for the CCFO Workshop

The following equipment is needed:

Flipchart stand for presenting the flipcharts and for recording the discussion

Index cards for capturing the discussion

PRESTIK or masking tape for sticking the index cards to the wall

Flipchart paper

Whiteboard markers (two colours)

Nametags for participants

Concept Questionnaires

Feedback Questionnaires

FLIPCHART #1

**OBJECTIVE OF
WORKSHOP IS TO:**

Define the CCFO

Not to determine theoretical perspectives

Not to prescribe

FLIPCHART #2

GROUND RULES

Participate equally

All statements worded verbatim

Decisions based on consensus

FLIPCHART #3

PROCEDURE

Clarify the roles

Background to CCFO

Questionnaires to be completed by participants

Brainstorming the concept of

FLIPCHART #6

CRITICAL CROSS-FIELD OUTCOMES

- Generic competencies
- Describe the qualities NQF wishes to develop in learners
- Critical for the development of lifelong learning
- Is of transforming nature

FLIPCHART #4

CRITICAL CROSS-FIELD OUTCOMES AS PRESCRIBED BY SAQA

Identify and solve problems using critical and creative thinking

Work effectively with others as a member of a team, group or organisation

Organise and manage oneself and one's activities responsibly and effectively

Collect, analyse, organise and critically evaluate information

Communicate effectively using visual, mathematical and or language presentation

Using science and technology effectively

FLIPCHART #5

DEVELOPMENTAL OUTCOMES

Full development of each learner and the social and economic development of society at large:

Explore a variety of strategies to learn effectively

Participate as responsible citizen

Procedure for conducting the CCFO Workshop

The procedure that is followed during the CCFO Workshop follows:

Introductory talk

The purpose of the introductory talk is to familiarise the participants with the proceedings and discussions of the day.

Welcome the participants and thank them for their time and willingness to participate.

Explain the objective of the workshop by referring to Flipchart #1.

FLIPCHART #1

OBJECTIVE OF WORKSHOP IS TO:

Define the CCFO

Not to determine theoretical perspectives

Emphases that the objective is:

- not to allocate a theoretical grounding,
- not to determine the levels of the CCFOs
- not to establish assessment methods and methodologies for the CCFOs

In order to ensure a fluent and successful workshop the ground rules need to be explained in detail. Refer to Flipchart #2. Ask the participants if they want to add any rules to the current list and remind them that once this list has been finalised, they will have to adhere to it.

FLIPCHART #2

GROUND RULES

Participate equally

All statements worded verbatim

Decisions based on consensus

One speaker at a time

Flipchart #3 provides guidance to the procedure to be followed during the CCFO Workshop. Read with the participants through the Flipchart so that they know what is expected by when.

FLIPCHART #3

PROCEDURE

Clarify the roles

Background to CCFO

Questionnaires to be completed by participants

Brainstorm the concept of CCFO

It is of the utmost importance that the roles be clarified. The researcher's (moderator) role is to guide the participants as a group to a cumulative understanding of the concept of Critical Cross-Field Outcomes and to define these outcomes. The researcher is not allowed to explain the concept. The researcher may probe the candidates to understanding and reaching consensus on a specific topic. The participants are the experts and are invited in such a capacity to the workshop. It is therefore their responsibility to define the Critical Cross-Field Outcomes.

Hand out the concept questionnaires and request the participants to complete the forms. It is important to have the concept questionnaires completed before the analysis of the CCFOs so that fellow participants do not influence one another's initial perception of the CCFO. The analysis of the Critical Cross-Field Outcomes, which is the very next step, will construct a collective perspective on the concept of Critical Cross-Field Outcomes.

A collective discussion of the findings of the Concept Questionnaire follows.

Each participant was able to name at least 3 CCFO statements. CCFOs were described as an NQF objective to develop a whole person in context and it was stated that the CCFOs form a basis on which to build all other competencies. It was also stated that all training material had to be aligned to the CCFOs as part of OBE.

CCFOs are referred to as part of general life competencies, consistent in all qualifications and to aid training in a holistic context. Learners need competencies such as the CCFOs to interact with work environment and CCFOs are other than technical competencies; soft-competencies. They serve as the underpinning knowledge required in order to be in a position to embark on any field of study. CCFOs are part of the qualification format and contextualised in each qualification. Policy documents stipulate that all training should be based on CCFOs and should serve as a starting point for all learning. CCFOs are referred to as factors that aid a learner to absorb the training in a more meaningful way, soft-competencies, developing self, independent thinking and in line with OBE.

Contradiction occurred in the question on what guidelines are provided in terms of the implementation of Critical Cross-Field Outcomes. Some participants were of the opinion that guidelines are available in how to integrate the CCFOs in training and assessment,

on the other hand some stated that guidelines are sometimes vague. Possible barriers in conceptualising the Critical Cross-Field Outcomes were identified as the following:

A lack of knowledge as to what the CFFOs are

A lack of competent people to teach and implement the CCFOs

No clarified definition of what underlying competencies are embedded in the CCFOs

No commitment from stakeholders

No training refund

No consistency in interpretation as perceived from trainers, assessors and employers.

Participants viewed best practice for the CCFOs as embedded in technical competency training and ensuring that all qualifications are aligned to them.

After completion of the Concept Questionnaire the CCFOs are analysed.

The researcher provides a short background of the Critical Cross-Field Outcomes using Flipchart # 4, 5 and 6.

FLIPCHART #4

CRITICAL CROSS-FIELD OUTCOMES AS PRESCRIBED BY SAQA

Identify and solve problems using critical and creative thinking

Work effectively with others as a member of a team, group or organisation

Organise and manage oneself and one's activities responsible and effectively

Collect, analyse, organise and critically evaluating information

Communicate effectively using visual, mathematical and or language presentation

Using science and technology effectively

FLIPCHART #5

DEVELOPMENTAL OUTCOMES

Full development of each learner and the social and economic development of the society at large:

Explore a variety of strategies to learn effectively

FLIPCHART #6

CRITICAL CROSS-FIELD OUTCOMES

- Generic competencies
- Describe the qualities NQF wishes to develop in learners
- Critical for the development of lifelong learning
- Is of transforming nature
- Cross-Curricular

After completing the background leave Flipchart # 5 and 6 visible for the participants so that they can refer to the Critical Cross-Field Outcomes.

Analyse the Critical Cross-Field Outcomes

Each Critical Cross-Field Outcome is now analysed individually. Ask the participants to identify all the key words in the statements working though the outcomes one by one. Use the clean flipcharts and markers for this exercise. Ensure that each outcome is analysed on individual flipcharts. Stick the flipcharts on the wall so that all will be visible to the participants.

After the participants have indicated their understanding of the CCFOs per statement, the theoretically grounded competencies of the CCFOs as identified in chapter 3, are validated by means of discussion and consensus.

Use the following moderating process to identify the underpinning competencies:

Ask for a nomination

Judge if the nomination made refers to CCFO statement under discussion

Get consensus that the nomination is acceptable

Write the statement on the index card

Post the index card to the wall

Identify underpinning competencies for each of the Critical Cross-Field Outcomes.

Ensure that each statement is identified and defined before analysing the next.

Coffee and lunch breaks were allocated as and when needed.

Participants perceived the invitation letter as good preparation to them for the workshop and stated that they knew what to expect. Learning in the right context is crucial. The need for the workshop was evident in that the CCFO statements are so broad and guidelines and standards are vague; some consensus must be reached to implement the CCFOs in future training. The workshop, according to the participants, assisted greatly in getting to understand the terminology and using it in the correct context.

Participants experienced the workshop as well prepared and structured and were of opinion that relevant role players benefited immensely. The workshop addressed their expectations in that it contributed to *a great understanding towards the concept of CCFOs*. The contribution of all participants was equal and all participated in identifying the key words relevant to each CCFO statement. The workshop contributed to enlighten the concept of Critical Cross-Field Outcomes and help clarify the context in which each CCFO should be viewed and interpreted that resulted in a much better understanding of the concept. The participants were of opinion that the content and presentation of the workshop were excellent and very relevant; the presentation of the workshop was well co-ordinated and professional. The flipcharts assisted the participants in participating in the workshop, and explained many aspects and very useful in terms of reviews/recapping. The beneficiaries of this workshop in terms of the Education, training and development practice are especially SAQA and the SETAs, which utilise these CCFOs and associated terminology.

Addendum C: Questionnaires

RESEARCH QUESTIONNAIRE ON CRITICAL CROSS-FIELD OUTCOMES

You are about to complete a questionnaire for the purpose of research on the concept of ***Critical Cross-Field Outcomes***.

There are **no right or wrong** answers please take time to work thoroughly through this questionnaire carefully.

Your answers will be handled with **great confidentiality**.

Thank you for your time and effort spent on this questionnaire.

Questions 6 to 17 each contain a statement of a

CROSS-FIELD OUTCOME.

You are asked to **order** the accompanying

FUNCTIONAL SKILLS

as follows:

Statement of a **CROSS-FIELD OUTCOME.**

Order the following from 1 to 7 in the column headed R	
Functional skill a	4
Functional skill b	2
Functional skill c	5
Functional skill d	1
Functional skill e	3
Functional skill f	7
Functional skill g	6

This example indicates that the **Functional skills a to g** after consideration are to be done FIRST - Skill **d**, SECOND - Skill **b**, THIRD - Skill **e** etc. etc. and SEVENTH - Skill **f** for the **Cross-field Outcome** as stated.

Note that an **order (R)** is **not repeated** and only occurs once.

RESEARCH QUESTIONNAIRE ON CRITICAL CROSS-FIELD OUTCOMES

You are about to complete a questionnaire for the purpose of research on the concept of ***Critical Cross-Field Outcomes***.

There are **no right or wrong** answers please take time to work thoroughly through this questionnaire carefully.

Your answers will be handled with **great confidentiality**.

Thank you for your time and effort spent on this questionnaire.

Questions 6 to 17 each contain a statement of a

CROSS-FIELD OUTCOME.

You are asked to **order** the accompanying

INVESTIGATIVE SKILLS

as follows:

Statement of a **CROSS-FIELD OUTCOME.**

Order the following from 1 to 7 in the column headed R	
Investigative skill a	4
Investigative skill b	2
Investigative skill c	5
Investigative skill d	1
Investigative skill e	3
Investigative skill f	7
Investigative skill g	6

This example indicates that the **Investigative skills a to g** after consideration are to be done FIRST - Skill **d**, SECOND - Skill **b**, THIRD -Skill **e** etc. etc. and SEVENTH - Skill **f** for the **Cross-field Outcome** as stated.

Note that an **order (R)** is **not repeated** and only occurs once.

Respondent number

V1			1
V2		2	3

Questionnaire

Please answer the questions by drawing a circle (O) around a number in a shaded box

1. Do you posses an ETDP qualification?

Yes	1
No	2

V3		4
----	--	---

2. Where did you obtain this qualification? Indicate the appropriate one.

University	1
Technikon	2
Technical college	3
Private training provider/centre	4
RPL	5
Compilation of short courses	6

V4		5
----	--	---

3. Which environment do you work in? Indicate the appropriate one.

Higher Education and Training Institution	1
Further Education and Training Institution	2
General Education and Training Institution	3
SETA, ETQA etc	4
Industry training service provider	5
SAQA	6

V5		6
----	--	---

4. What level in an organization do you find your self in?

Management level	1
Trainer/ Facilitator/Lecturer	2

V6		7
----	--	---

5. How did you become aware of the Critical Cross-Field Outcomes?

SAQA	1
SGB	2
Training programme	3
Word of mouth	4

V7		8
----	--	---

Investigative skills represent analytical abilities.

6. The ability to identify and solve problems, in which responses display that responsible decisions using critical and creative thinking has been made, entails the following ***investigative skills in the order indicated:***

Order the following from 1 to 10 in the column headed R	
Separate important from unimportant information	R V8
Identify obstructions preventing the reaching of goals	V9
Sequence operations	V10
Predict results	V11
Order information or processes categorically	V12
Make fine distinctions	V13
Critique thoughts, feelings and behaviour	V14
Estimate results and or behaviour	V15
Justify the merits and applicability of thoughts, feelings and behaviour	V16
Assimilate / integrate information in order to adapt or adjust thoughts, feelings and behaviour	V17

7. The ability to work effectively with others as a member of a team, group, organisation or community, entails the following ***investigative skills in the order indicated:***

Order the following from 1 to 9 in the column headed R	
Separate important from unimportant information	R V18
Identify obstructions preventing the reaching of goals	V19
Sequence operations	V20
Predict results	V21
Order information or processes categorically	V22
Make fine distinctions	V23
Critique thoughts, feelings and behaviour	V24
Justify the merits and applicability of thoughts, feelings and behaviour	V25
Assimilate / integrate information in order to adapt or adjust thoughts, feelings and behaviour	V26

8. The ability to organise and manage oneself and one's activities responsibly and effectively, entails the following ***investigative skills in the order indicated:***

Order the following from 1 to 7 in the column headed R	
Separate important from unimportant information	R V27
Identify obstructions preventing the reaching of goals	V28
Predict results	V29
Order information or processes categorically	V30
Make fine distinctions	V31
Critique thoughts, feelings and behaviour	V32
Assimilate / integrate information in order to adapt or adjust thoughts, feelings and behaviour	V33

9. The ability to collect, analyse, organise and critically evaluate information, entails the following ***investigative skills in the order indicated:***

Order the following from 1 to 10 in the column headed R		R
Separate important from unimportant information		V34
Identify obstructions preventing the reaching of goals		V35
Sequence operations		V36
Predict results		V37
Order information or processes categorically		V38
Make fine distinctions		V39
Critique thoughts, feelings and behaviour		V40
Estimate results and or behaviour		V41
Justify the merits and applicability of thoughts, feelings and behaviour		V42
Assimilate / integrate information in order to adapt or adjust thoughts, feelings and behaviour		V43

10. The ability to communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation entails the following ***investigative skills in the order indicated:***

Order the following from 1 to 9 in the column headed R		R
Separate important from unimportant information		V44
Identify obstructions preventing the reaching of goals		V45
Sequence operations		V46
Predict results		V47
Order information or processes categorically		V48
Make fine distinctions		V49
Critique thoughts, feelings and behaviour		V50
Justify the merits and applicability of thoughts, feelings and behaviour		V51
Assimilate / integrate information in order to adapt or adjust thoughts, feelings and behaviour		V52

11. The ability to use science and technology effectively and critically showing responsibility towards the environment and health of others, entails the following ***investigative skills in the order indicated:***

Order the following from 1 to 11 in the column headed R		R
Apply technology in a responsible manner		V53
Separate important from unimportant information		V54
Identify obstructions preventing the reaching of goals		V55
Sequence operations		V56
Predict results		V57
Order information or processes categorically		V58
Make fine distinctions		V59
Critique thoughts, feelings and behaviour		V60
Estimate results and or behaviour		V61
Justify the merits and applicability of thoughts, feelings and behaviour		V62
Assimilate / integrate information in order to adapt or adjust thoughts, feelings and behaviour		V63

12. The ability to demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, entails the following ***investigative skills in the order indicated:***

Order the following from 1 to 9 in the column headed R		R
Systematically compare alternatives		V64
Separate important from unimportant information		V65
Sequence operations		V66
Predict results		V67
Order information or processes categorically		V68
Make fine distinctions		V69
Critique thoughts, feelings and behaviour		V70
Justify the merits and applicability of thoughts, feelings and behaviour		V71
Assimilate / integrate information in order to adapt or adjust thoughts, feelings and behaviour		V72

13. The ability to reflect on and explore a variety of strategies to learn more effectively, entails the following ***investigative skills in the order indicated:***

Order the following from 1 to 9 in the column headed R		R
Systematically compare alternatives		V73
Identify obstructions preventing the reaching of goals		V74
Sequence operations		V75
Predict results		V76
Order information or processes categorically		V77
Make fine distinctions		V78
Critique thoughts, feelings and behaviour		V79
Justify the merits and applicability of thoughts, feelings and behaviour		V80
Assimilate / integrate information in order to adapt or adjust thoughts, feelings and behaviour		V81

14. The ability to participate as responsible citizens in the life of local, national and global communities, entails the following ***investigative skills in the order indicated:***

Order the following from 1 to 5 in the column headed R		R
Separate important from unimportant information		V82
Identify obstructions preventing the reaching of goals		V83
Order information or processes categorically		V84
Make fine distinctions		V85
Justify the merits and applicability of thoughts, feelings and behaviour		V86

15. The ability to be culturally and aesthetically sensitive across a range of social contexts, entails the following ***investigative skills in the order indicated:***

Order the following from 1 to 9 in the column headed R	
Separate important from unimportant information	R V87
Identify obstructions preventing the reaching of goals	V88
Sequence operations	V89
Predict results	V90
Order information or processes categorically	V91
Make fine distinctions	V92
Critique thoughts, feelings and behaviour	V93
Justify the merits and applicability of thoughts, feelings and behaviour	V94
Assimilate / integrate information in order to adapt or adjust thoughts, feelings and behaviour	V95

16. The ability to explore education and career opportunities, entails the following ***investigative skills in the order indicated:***

Order the following from 1 to 9 in the column headed R	
Separate important from unimportant information	R V96
Identify obstructions preventing the reaching of goals	V97
Sequence operations	V98
Predict results	V99
Order information or processes categorically	V100
Make fine distinctions	V101
Critique thoughts, feelings and behaviour	V102
Justify the merits and applicability of thoughts, feelings and behaviour	V103
Assimilate / integrate information in order to adapt or adjust thoughts, feelings and behaviour	V104

17. The ability to develop entrepreneurial opportunities, entails the following ***investigative skills in the order indicated:***

Order the following from 1 to 9 in the column headed R	
Separate important from unimportant information	R V105
Identify obstructions preventing the reaching of goals	V106
Sequence operations	V107
Predict results	V108
Order information or processes categorically	V109
Make fine distinctions	V110
Critique thoughts, feelings and behaviour	V111
Justify the merits and applicability of thoughts, feelings and behaviour	V112
Assimilate / integrate information in order to adapt or adjust thoughts, feelings and behaviour	V113

Thank you for your time and participation

Respondent number
Questionnaire

V1			1
V2	1		3

Please answer the questions by drawing a circle (O) around a number in a shaded box

1. Do you posses an ETDP qualification?

Yes	1
No	2

v3 4

2. Where did you obtain this qualification? Indicate the appropriate one.

University	1
Technikon	2
Technical college	3
Private training provider/centre	4
RPL	5
Compilation of short courses	6

v4 5

3. Which environment do you work in? Indicate the appropriate one.

Higher Education and Training Institution	1
Further Education and Training Institution	2
General Education and Training Institution	3
SETA, ETQA etc	4
Industry training service provider	5
SAQA	6

v5 6

4. What level in an organization do you find your self in?

Management level	1
Trainer/ Facilitator/Lecturer	2

v6 7

5. How did you become aware of the Critical Cross-Field Outcomes?

SAQA	1
SGB	2
Training programme	3
Word of mouth	4

v7 8

Functional skills represent comprehension and relate to the practical skills.

6. The ability to identify and solve problems, in which responses display that responsible decisions using critical and creative thinking have been made, entails the following ***functional skills in the order indicated:***

Order the following from 1 to 7 in the column headed R	
Handle multiple demands in confronting situations	R V8
Communicate facts, thoughts and feelings	V9
Systematically shape and re-shape of elements referring to sequence	V10
Enlighten by offering clear explanations and descriptions	V11
Be acquainted with concept/element at hand in order to identify, distinguish and differentiate it amongst others	V12
Recognise varying contributing elements and concepts at hand	V13
Reflect own estimation of elements or concepts at hand	V14

7. The ability to work effectively with others as a member of a team, group, organisation or community requires the following ***functional skills in the order indicated:***

Order the following from 1 to 6 in the column headed R	
Communicate facts, thoughts and feelings	R V15
Systematically shape and re-shape of elements referring to sequence	V16
Enlighten by offering clear explanations and descriptions	V17
Be acquainted with concept/element at hand in order to identify, distinguish and differentiate it amongst others	V18
Recognise varying contributing elements and concepts at hand	V19
Reflect own estimation of elements or concepts at hand	V20

8. The ability to organise and manage oneself and one's activities responsibly and effectively, requires the following ***functional skills in the order indicated:***

Order the following from 1 to 5 in the column headed R	
Communicate facts, thoughts and feelings	R V21
Enlighten by offering clear explanations and descriptions	V22
Be acquainted with concept/element at hand in order to identify, distinguish and differentiate it amongst others	V23
Recognise varying contributing elements and concepts at hand	V24
Reflect own estimation of elements or concepts at hand	V25

9. The ability to collect, analyse, organise and critically evaluate information, requires the following ***functional skills in the order indicated:***

Order the following from 1 to 7 in the column headed R	
Handle multiple demands in confronting situations	R V26
Communicate facts, thoughts and feelings	V27
Systematically shape and re-shape of elements referring to sequence	V28
Enlighten by offering clear explanations and descriptions	V29
Be acquainted with concept/element at hand in order to identify, distinguish and differentiate it amongst others	V30
Recognise varying contributing elements and concepts at hand	V31
Reflect own estimation of elements or concepts at hand	V32

10. The ability to communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation, requires the following ***functional skills in the order indicated:***

Order the following from 1 to 6 in the column headed R	
Communicate facts, thoughts and feelings	R V33
Systematically shape and re-shape of elements referring to sequence	V34
Enlighten by offering clear explanations and descriptions	V35
Be acquainted with concept/element at hand in order to identify, distinguish and differentiate it amongst others	V36
Recognise varying contributing elements and concepts at hand	V37
Reflect own estimation of elements or concepts at hand	V38

11. The ability to use science and technology effectively and critically showing responsibility towards the environment and health of others, requires the following ***functional skills in the order indicated:***

Order the following from 1 to 8 in the column headed R	
Combine physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles	R V39
Handle multiple demands in confronting situations	V40
Communicate facts, thoughts and feelings	V41
Systematically shape and re-shape of elements referring to sequence	V42
Enlighten by offering clear explanations and descriptions	V43
Be acquainted with concept/element at hand in order to identify, distinguish and differentiate it amongst others	V44
Recognise varying contributing elements and concepts at hand	V45
Reflect own estimation of elements or concepts at hand	V46

12. The ability to demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, requires the following ***functional skills in the order indicated:***

Order the following from 1 to 6 in the column headed R	
Communicate facts, thoughts and feelings	R
Systematically shape and re-shape of elements referring to sequence	V47
Enlighten by offering clear explanations and descriptions	48
Be acquainted with concept/element at hand in order to identify, distinguish and differentiate it amongst others	V48
Recognise varying contributing elements and concepts at hand	49
Reflect own estimation of elements or concepts at hand	V49
	50
	V50
	51
	V51
	52
	V52
	53

13. The ability to reflect on and explore a variety of strategies to learn more effectively requires the following ***functional skills in the order indicated:***

Order the following from 1 to 6 in the column headed R	
Communicate facts, thoughts and feelings	R
Systematically shape and re-shape of elements referring to sequence	V53
Enlighten by offering clear explanations and descriptions	54
Be acquainted with concept/element at hand in order to identify, distinguish and differentiate it amongst others	V54
Recognise varying contributing elements and concepts at hand	55
Reflect own estimation of elements or concepts at hand	V55
	56
	V56
	57
	V57
	58
	V58
	59

14. The ability to participate as responsible citizens in the life of local, national and global communities, requires the following ***functional skills in the order indicated:***

Order the following from 1 to 6 in the column headed R	
Communicate facts, thoughts and feelings	R
Systematically shape and re-shape of elements referring to sequence	V59
Enlighten by offering clear explanations and descriptions	60
Be acquainted with concept/element at hand in order to identify, distinguish and differentiate it amongst others	V60
Recognise varying contributing elements and concepts at hand	61
Reflect own estimation of elements or concepts at hand	V61
	62
	V62
	63
	V63
	64
	V64
	65

15. The ability to be culturally and aesthetically sensitive across a range of social contexts, requires the following ***functional skills in the order indicated:***

Order the following from 1 to 6 in the column headed R	
Communicate facts, thoughts and feelings	R
Systematically shape and re-shape of elements referring to sequence	V65
Enlighten by offering clear explanations and descriptions	66
Be acquainted with concept/element at hand in order to identify, distinguish and differentiate it amongst others	V66
Recognise varying contributing elements and concepts at hand	67
Reflect own estimation of elements or concepts at hand	V67
	68
	V68
	69
	V69
	70
	V70
	71

16. The ability to explore education and career opportunities, requires the following ***functional skills in the order indicated:***

Order the following from 1 to 5 in the column headed R	
Communicate facts, thoughts and feelings	R
Systematically shape and re-shape of elements referring to sequence	
Enlighten by offering clear explanations and descriptions	
Recognise varying contributing elements and concepts at hand	
Reflect own estimation of elements or concepts at hand	

V71	72
V72	73
V73	74
V74	75
V75	76

17. The ability to develop entrepreneurial opportunities, requires the following ***functional skills in the order indicated:***

Order the following from 1 to 5 in the column headed R	
Communicate facts, thoughts and feelings	R
Systematically shape and re-shape of elements referring to sequence	
Enlighten by offering clear explanations and descriptions	
Recognise varying contributing elements and concepts at hand	
Reflect own estimation of elements or concepts at hand	

V76	77
V77	78
V78	79
V79	80
V80	81

Thank you for your time and co-operation

RESEARCH QUESTIONNAIRE ON CRITICAL CROSS-FIELD OUTCOMES

You are about to complete a questionnaire for the purpose of research on the concept of ***Critical Cross-Field Outcomes***.

There are **no right or wrong** answers please take time to work thoroughly through this questionnaire carefully.

Your answers will be handled with **great confidentiality**.

Thank you for your time and effort spent on this questionnaire.

Questions 6 to 17 each contain a statement of a

CROSS-FIELD OUTCOME.

You are asked to **order** the accompanying

RELATIONSHIP MANAGEMENT SKILLS

as follows:

Statement of a **CROSS-FIELD OUTCOME.**

Order the following from 1 to 7 in the column headed R	
Relationship Management skill a	4
Relationship Management skill b	2
Relationship Management skill c	5
Relationship Management skill d	1
Relationship Management skill e	3
Relationship Management skill f	7
Relationship Management skill g	6

This example indicates that the **Relationship Management skills a to g** after consideration are to be done FIRST - Skill d, SECOND - Skill b, THIRD -Skill e etc. etc. and SEVENTH - Skill f for the **Cross-field Outcome** as stated.

Note that an **order (R)** is **not repeated** and only occurs once.

Respondent number

V1			1
V2		3	3

Questionnaire

Please answer the questions by drawing a circle (O) around a number in a shaded box

1. Do you posses an ETDP qualification?

Yes	1
No	2

V3 4

2. Where did you obtain this qualification? Indicate the appropriate one.

University	1
Technikon	2
Technical college	3
Private training provider/centre	4
RPL	5
Compilation of short courses	6

V4 5

3. Which environment do you work in? Indicate the appropriate one.

Higher Education and Training Institution	1
Further Education and Training Institution	2
General Education and Training Institution	3
SETA, ETQA etc	4
Industry training service provider	5
SAQA	6

V5 6

4. What level in an organization do you find your self in?

Management level	1
Trainer/ Facilitator/Lecturer	2

V6 7

5. How did you become aware of the Critical Cross-Field Outcomes?

SAQA	1
SGB	2
Training programme	3
Word of mouth	4

V7 8

Relationship management skills include teamwork and leadership.

6. The ability to identify and solve problems, in which responses display that responsible decisions using critical and creative thinking have been made, entails the following ***relationship managerial skills in the order indicated:***

Order the following from 1 to 4 in the column headed R

R	
Reveal a result orientated approach	V8
Initiate and / or manage change	V9
Plan timeously in advance to accomplish a goal	V10
Assimilate / integrate information in order to adapt or adjust thoughts, feelings and behaviour	V11

7. The ability to work effectively with others as a member of a team, group, organisation or community, entails the following ***relationship managerial skills in the order indicated:***

Order the following from 1 to 8 in the column headed R

R	
Guide the performance of others while holding them accountable	V12
Initiate and / or manage change	V13
Cultivate and maintain extensive informal networks	V14
Identify and nurture opportunities for collaboration	V15
Reveal team qualities like respect, helpfulness and co-operation	V16
Contribute ideas in order to accomplish a common goal	V17
Give and take direction	V18
Assimilate / integrate information in order to adapt or adjust thoughts, feelings and behaviour	V19

8. The ability to organise and manage oneself and one's activities responsibly and effectively, entails the following ***relationship managerial skills in the order indicated:***

Order the following from 1 to 2 in the column headed R

R	
Plan timeously in advance to accomplish a goal	V20
Assimilate / integrate information in order to adapt or adjust thoughts, feelings and behaviour	V21

9. The ability to collect, analyse, organise and critically evaluate information, entails the following ***relationship managerial skills in the order indicated:***

Order the following from 1 to 4 in the column headed R

R	
Reveal a result orientated approach	V22
Make sound decisions despite uncertainties and pressures	V23
Plan timeously in advance to accomplish a goal	V24
Assimilate / integrate information in order to adapt or adjust thoughts, feelings and behaviour	V25

10. The ability to communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation, entails the following ***relationship managerial skills in the order indicated:***

Order the following from 1 to 3 in the column headed R

Contribute ideas in order to accomplish a common goal	R
Offer useful feedback and identify peoples' needs for development	
Assimilate / integrate information in order to adapt or adjust thoughts, feelings and behaviour	

V26	27
V27	28
V28	29

11. The ability to use science and technology effectively and critically showing responsibility towards the environment and health of others, entails the following ***relationship managerial skills in the order indicated:***

Order the following from 1 to 2 in the column headed R

Reveal a result orientated approach	R
Assimilate / integrate information in order to adapt or adjust thoughts, feelings and behaviour	

V29	30
V30	31

12. The ability to demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, entails the following ***relationship managerial skills in the order indicated:***

Order the following from 1 to 4 in the column headed R

Reveal a result orientated approach	R
Make sound decisions despite uncertainties and pressures	
Plan timeously in advance to accomplish a goal	
Offer useful feedback and identify peoples' needs for development	

V31	32
V32	33
V33	34
V34	35

13. The ability to reflect on and explore a variety of strategies to learn more effectively, entails the following ***relationship managerial skills in the order indicated:***

Order the following from 1 to 2 in the column headed R

Reveal a result orientated approach	R
Make sound decisions despite uncertainties and pressures	

V35	36
V36	37

14. The ability to participate as responsible citizens in the life of local, national and global communities, entails the following ***relationship managerial skills in the order indicated:***

Order the following from 1 to 3 in the column headed R

Cultivate and maintain extensive informal networks	R
Identify and nurture opportunities for collaboration	
Offer useful feedback and identify peoples' needs for development	

V37	38
V38	39
V39	40

15. The ability to be culturally and aesthetically sensitive across a range of social contexts, entails the following ***relationship managerial skills in the order indicated:***

Order the following from 1 to 2 in the column headed R

Cultivate and maintain extensive informal networks	R
Contribute ideas in order to accomplish a common goal	

V40	<input type="text"/>	41
V41	<input type="text"/>	42

16. The ability to explore education and career opportunities, entails the following ***relationship managerial skills in the order indicated:***

Order the following from 1 to 3 in the column headed R

Reveal a result orientated approach	R
Make sound decisions despite uncertainties and pressures	
Initiate and / or manage change	

V42	<input type="text"/>	43
V43	<input type="text"/>	44
V44	<input type="text"/>	45

17. The ability to develop entrepreneurial opportunities, entails the following ***relationship managerial skills in the order indicated:***

Order the following from 1 to 4 in the column headed R

Reveal a result orientated approach	R
Make sound decisions despite uncertainties and pressures	
Plan timeously in advance to accomplish a goal	
Assimilate / integrate information in order to adapt or adjust thoughts, feelings and behaviour	

V45	<input type="text"/>	46
V46	<input type="text"/>	47
V47	<input type="text"/>	48
V48	<input type="text"/>	49

Thank you for your time and participation

RESEARCH QUESTIONNAIRE ON CRITICAL CROSS-FIELD OUTCOMES

You are about to complete a questionnaire for the purpose of research on the concept of ***Critical Cross-Field Outcomes***.

There are **no right or wrong** answers please take time to work thoroughly through this questionnaire carefully.

Your answers will be handled with **great confidentiality**.

Thank you for your time and effort spent on this questionnaire.

Questions 6 to 17 each contain a statement of a

CROSS-FIELD OUTCOME.

You are asked to **order** the accompanying

SOCIAL SKILLS

as follows:

Statement of a **CROSS-FIELD OUTCOME.**

Order the following from 1 to 7 in the column headed R	
	R
Social skill a	4
Social skill b	2
Social skill c	5
Social skill d	1
Social skill e	3
Social skill f	7
Social skill g	6

This example indicates that the **Social skills a to g** after consideration are to be done FIRST - Skill d, SECOND - Skill b, THIRD -Skill e etc. etc. and SEVENTH - Skill f for the **Cross-field Outcome** as stated.

Note that an **order (R)** is **not repeated** and only occurs once.

Respondent number
Questionnaire

V1	<input type="checkbox"/>	<input type="checkbox"/>	1
V2	4		3

Please answer the questions by drawing a circle (O) around a number in a shaded box

1. Do you posses an ETDP qualification?

Yes	1
No	2

v3 4

2. Where did you obtain this qualification? Indicate the appropriate one.

University	1
Technikon	2
Technical college	3
Private training provider/centre	4
RPL	5
Compilation of short courses	6

v4 5

3. Which environment do you work in? Indicate the appropriate one.

Higher Education and Training Institution	1
Further Education and Training Institution	2
General Education and Training Institution	3
SETA, ETQA etc	4
Industry training service provider	5
SAQA	6

v5 6

4. What level in an organization do you find your self in?

Management level	1
Trainer/ Facilitator/Lecturer	2

v6 7

5. How did you become aware of the Critical Cross-Field Outcomes?

SAQA	1
SGB	2
Training programme	3
Word of mouth	4

v7 8

Social skills

6. The ability to identify and solve problems, in which responses display that responsible decisions using critical and creative thinking have been made, entails the following ***social skills in the order indicated:***

Order the following from 1 to 4 in the column headed R	
Acknowledge key power relationships and strategies accurately	R
Identify bias or stereotypes	V8
Recognise how feelings affect performance	V9
Show sensitivity, anticipate and understand others' perspectives	V10
	V11

7. The ability to work effectively with others as a member of a team, group, organisation or community requires the following ***social skills in the order indicated:***

Order the following from 1 to 6 in the column headed R	
Understand diverse world views and demonstrate sensitivity to group differences	R
Predict responses of others to particular actions or events	V12
Acknowledge and accept information sharing	V13
Seek and fulfil own role in a group situation	V14
Interact effectively	V15
Show sensitivity, anticipate and understand others' perspectives	V16
	V17

8. The ability to organise and manage oneself and one's activities responsibly and effectively, requires the following ***social skills in the order indicated:***

Order the following from 1 to 3 in the column headed R	
Acknowledge and accept information sharing	R
Seek and fulfil own role in a group situation	V18
Show sensitivity, anticipate and understand others' perspectives	V19
	V20

9. The ability to collect, analyse, organise and critically evaluate information, requires the following ***social skills in the order indicated:***

Order the following from 1 to 5 in the column headed R	
Understand diverse world views and demonstrate sensitivity to group differences	R
Acknowledge key power relationships and strategies accurately	V21
Demonstrate a positive attitude to new procedures or technologies	V22
Recognise how feelings affect performance	V23
Acknowledge and accept information sharing	V24
	V25

10. The ability to communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation, requires the following ***social skills in the order indicated:***

Order the following from 1 to 5 in the column headed R

R
Acknowledge key power relationships and strategies accurately
Predict responses of others to particular actions or events
Recognise how feelings affect performance
Acknowledge and accept information sharing
Interact effectively

V26	27
V27	28
V28	29
V28	30
V30	31

11. The ability to use science and technology effectively and critically showing responsibility towards the environment and health of others, requires the following ***social skills in the order indicated:***

Order the following from 1 to 2 in the column headed R

R
Demonstrate a positive attitude to new procedures or technologies
Show sensitivity, anticipate and understand others' perspectives

V31	32
V32	33

12. The ability to demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, requires the following ***social skills in the order indicated:***

Order the following from 1 to 4 in the column headed R

R
Understand diverse world views and demonstrate sensitivity to group differences
Acknowledge key power relationships and strategies accurately
Acknowledge and accept information sharing
Show sensitivity, anticipate and understand others' perspectives

V33	34
V34	35
V35	36
V36	37

13. The ability to reflect on and explore a variety of strategies to learn more effectively requires the following ***social skills in the order indicated:***

Order the following from 1 to 3 in the column headed R

R
Demonstrate a positive attitude to new procedures or technologies
Identify bias or stereotypes
Recognise how feelings affect performance

V37	38
V38	39
V39	40

14. The ability to participate as responsible citizens in the life of local, national and global communities, requires the following ***social skills in the order indicated:***

Order the following from 1 to 9 in the column headed R

R
Understand diverse world views and demonstrate sensitivity to group differences
Acknowledge key power relationships and strategies accurately
Predict responses of others to particular actions or events
Identify bias or stereotypes
Recognise how feelings affect performance
Acknowledge and accept information sharing
Seek and fulfil own role in a group situation
Interact effectively
Show sensitivity, anticipate and understand others' perspectives

V40	41
V41	42
V42	43
V43	44
V44	45
V45	46
V46	47
V47	48
V48	49

15. The ability to be culturally and aesthetically sensitive across a range of social contexts, requires the following ***social skills in the order indicated:***

Order the following from 1 to 4 in the column headed R

Understand diverse world views and demonstrate sensitivity to group differences	R	V49	50
Acknowledge key power relationships and strategies accurately		V50	51
Predict responses of others to particular actions or events		V51	52
Show sensitivity, anticipate and understand others' perspectives		V52	53

16. The ability to explore education and career opportunities, requires the following ***social skills in the order indicated:***

Order the following from 1 to 4 in the column headed R

Predict responses of others to particular actions or events	R	V53	54
Demonstrate a positive attitude to new procedures or technologies		V54	55
Acknowledge and accept information sharing		V55	56
Interact effectively		V56	57

17. The ability to develop entrepreneurial opportunities, requires the following ***social skills in the order indicated:***

Order the following from 1 to 7 in the column headed R

Acknowledge key power relationships and strategies accurately	R	V57	58
Predict responses of others to particular actions or events		V58	59
Demonstrate a positive attitude to new procedures or technologies		V59	60
Identify bias or stereotypes		V60	61
Acknowledge and accept information sharing		V61	62
Interact effectively		V62	63
Show sensitivity, anticipate and understand others' perspectives		V63	64

Thank you for your time and participation

RESEARCH QUESTIONNAIRE ON CRITICAL CROSS-FIELD OUTCOMES

You are about to complete a questionnaire for the purpose of research on the concept of ***Critical Cross-Field Outcomes***.

There are **no right or wrong** answers please take time to work thoroughly through this questionnaire carefully.

Your answers will be handled with **great confidentiality**.

Thank you for your time and effort spent on this questionnaire.

Questions 6 to 17 each contain a statement of a

CROSS-FIELD OUTCOME.

You are asked to **order** the accompanying

SELF REGULATIVE SKILLS

as follows:

Statement of a **CROSS-FIELD OUTCOME.**

Order the following from 1 to 7 in the column headed R	
	R
Self Regulative skill a	4
Self Regulative skill b	2
Self Regulative skill c	5
Self Regulative skill d	1
Self Regulative skill e	3
Self Regulative skill f	7
Self Regulative skill g	6

This example indicates that the **Self Regulative skills a to g** after consideration are to be done FIRST - Skill **d**, SECOND - Skill **b**, THIRD - Skill **e** etc. etc. and SEVENTH - Skill **f** for the **Cross-field Outcome** as stated.

Note that an **order (R)** is **not repeated** and only occurs once.

Respondent number
Questionnaire

V1			1
V2	5		3

Please answer the questions by drawing a circle (O) around a number in a shaded box

1. Do you posses an ETDP qualification?

Yes	1
No	2

v3 4

2. Where did you obtain this qualification? Indicate the appropriate one.

University	1
Technikon	2
Technical college	3
Private training provider/centre	4
RPL	5
Compilation of short courses	6

v4 5

3. Which environment do you work in? Indicate the appropriate one.

Higher Education and Training Institution	1
Further Education and Training Institution	2
General Education and Training Institution	3
SETA, ETQA etc	4
Industry training service provider	5
SAQA	6

v5 6

4. What level in an organization do you find your self in?

Management level	1
Trainer/ Facilitator/Lecturer	2

v6 7

5. How did you become aware of the Critical Cross-Field Outcomes?

SAQA	1
SGB	2
Training programme	3
Word of mouth	4

v7 8

Self regulative skills represent self-awareness, self-regulation and learning orientation.

6. The ability to identify and solve problems, in which responses display that responsible decisions using critical and creative thinking have been made, entails the following ***self regulative skills in the order indicated:***

Order the following from 1 to 3 in the column headed R

	R
Pursue goals beyond requirements	
Think clearly and stay focussed under pressure	
Admit own mistakes	

V8	<input type="text"/>	9
V9	<input type="text"/>	10
V10	<input type="text"/>	11

7. The ability to work effectively with others as a member of a team, group, organisation or community requires the following ***self regulative skills in the order indicated:***

Order the following from 1 to 4 in the column headed R

	R
Adapt priorities to meet the varying requirements of a situation	
Honour the links between feelings, thoughts and actions of self as well as others	
Express a guiding awareness of values and goals	
Be adaptable and aware of one's behaviour based on feedback and suggestions from others	

V11	<input type="text"/>	12
V12	<input type="text"/>	13
V13	<input type="text"/>	14
V14	<input type="text"/>	15

8. The ability to organise and manage oneself and one's activities responsibly and effectively, requires the following ***self regulative skills in the order indicated:***

Order the following from 1 to 4 in the column headed R

	R
Pursue goals beyond requirements	
Think clearly and stay focussed under pressure	
Admit own mistakes	
Establishes priorities as part of system	

V15	<input type="text"/>	16
V16	<input type="text"/>	17
V17	<input type="text"/>	18
V18	<input type="text"/>	19

9. The ability to collect, analyse, organise and critically evaluate information, requires the following ***self regulative skills in the order indicated:***

Order the following from 1 to 5 in the column headed R

	R
Honour the links between feelings, thoughts and actions of self as well as others	
Explore new perspectives, continuous learning and self development	
Think clearly and stay focussed under pressure	
Admit own mistakes	
Establishes priorities as part of system	

V19	<input type="text"/>	20
V20	<input type="text"/>	21
V21	<input type="text"/>	22
V22	<input type="text"/>	23
V23	<input type="text"/>	24

10. The ability to communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation, requires the following ***self regulative skills in the order indicated:***

Order the following from 1 to 4 in the column headed R

	R
Honour the links between feelings, thoughts and actions of self as well as others	
Be adaptable and aware of one's behaviour based on feedback and suggestions from others	
Learn from mistakes; analyse, own performance strategies in order to improve performance	
Admit own mistakes	

V24	<input type="text"/>	25
V25	<input type="text"/>	26
V26	<input type="text"/>	27
V27	<input type="text"/>	28

11. The ability to use science and technology effectively and critically showing responsibility towards the environment and health of others, requires the following ***self regulative skills in the order indicated:***

Order the following from 1 to 4 in the column headed R

	R
Pursue goals beyond requirements	
Adapt priorities to meet the varying requirements of a situation	
Think clearly and stay focussed under pressure	
Admit own mistakes	

V28	29
V29	30
V30	31
V31	32

12. The ability to demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, requires the following ***self regulative skills in the order indicated:***

Order the following from 1 to 2 in the column headed R

	R
Learn from mistakes; analyse, own performance strategies in order to improve performance	
Establishes priorities as part of system	

V32	33
V33	34

13. The ability to reflect on and explore a variety of strategies to learn more effectively requires the following ***self regulative skills in the order indicated:***

Order the following from 1 to 5 in the column headed R

	R
Honour the links between feelings, thoughts and actions of self as well as others	
Express a guiding awareness of values and goals	
Explore new perspectives, continuous learning and self development	
Be adaptable and aware of one's behaviour based on feedback and suggestions from others	
Learn from mistakes; analyse, own performance strategies in order to improve performance	

V34	35
V35	36
V36	37
V37	38
V38	39

14. The ability to participate as responsible citizens in the life of local, national and global communities, requires the following ***self regulative skills in the order indicated:***

Order the following from 1 to 3 in the column headed R

	R
Pursue goals beyond requirements	
Honour the links between feelings, thoughts and actions of self as well as others	
Express a guiding awareness of values and goals	

V39	40
V40	41
V41	42

15. The ability to be culturally and aesthetically sensitive across a range of social contexts, requires the following ***self regulative skills in the order indicated:***

Order the following from 1 to 3 in the column headed R

	R
Express a guiding awareness of values and goals	
Explore new perspectives, continuous learning and self development	
Be adaptable and aware of one's behaviour based on feedback and suggestions from others	

V42	43
V43	44
V44	45

16. The ability to explore education and career opportunities, requires the following ***self regulative skills in the order indicated:***

Order the following from 1 to 4 in the column headed R	
Pursue goals beyond requirements	R V45
Explore new perspectives, continuous learning and self development	R V46
Be adaptable and aware of one's behaviour based on feedback and suggestions from others	R V47
Learn from mistakes; analyse, own performance strategies in order to improve performance	R V48

17. The ability to develop entrepreneurial opportunities, requires the following ***self regulative skills in the order indicated:***

Order the following from 1 to 3 in the column headed R	
Explore new perspectives, continuous learning and self development	R V49
Be adaptable and aware of one's behaviour based on feedback and suggestions from others	R V50
Learn from mistakes; analyse, own performance strategies in order to improve performance	R V51

V45	46
V46	47
V47	48
V48	49

V49	50
V50	51
V51	52

Thank you for your time and co-operation

RESEARCH QUESTIONNAIRE ON CRITICAL CROSS-FIELD OUTCOMES

You are about to complete a questionnaire for the purpose of research on the concept of ***Critical Cross-Field Outcomes***.

There are **no right or wrong** answers please take time to work thoroughly through this questionnaire carefully.

Your answers will be handled with **great confidentiality**.

Thank you for your time and effort spent on this questionnaire.

Questions 6 to 17 each contain a statement of a

CROSS-FIELD OUTCOME.

You are asked to **order** the accompanying

GENERATIVE SKILLS

as follows:

Statement of a **CROSS-FIELD OUTCOME**.

Order the following from 1 to 7 in the column headed R	
Generative skill a	4
Generative skill b	2
Generative skill c	5
Generative skill d	1
Generative skill e	3
Generative skill f	7
Generative skill g	6

This example indicates that the **Generative skills a to g** after consideration are to be done FIRST - Skill d, SECOND - Skill b, THIRD - Skill e etc. etc. and SEVENTH - Skill f for the **Cross-field Outcome** as stated.

Note that an **order (R)** is **not repeated** and only occurs once.

Respondent number
Questionnaire

V1			1
V2	6		3

Please answer the questions by drawing a circle (O) around a number in a shaded box

1. Do you posses an ETDP qualification?

Yes	1
No	2

V3 4

2. Where did you obtain this qualification? Indicate the appropriate one.

University	1
Technikon	2
Technical college	3
Private training provider/centre	4
RPL	5
Compilation of short courses	6

V4 5

3. Which environment do you work in? Indicate the appropriate one.

Higher Education and Training Institution	1
Further Education and Training Institution	2
General Education and Training Institution	3
SETA, ETQA etc	4
Industry training service provider	5
SAQA	6

V5 6

4. What level in an organization do you find your self in?

Management level	1
Trainer/ Facilitator/Lecturer	2

V6 7

5. How did you become aware of the Critical Cross-Field Outcomes?

SAQA	1
SGB	2
Training programme	3
Word of mouth	4

V7 8

Generative skills represent the ability to synthesise and relates to creative skills.

6. The ability to identify and solve problems, in which responses display that responsible decisions using critical and creative thinking have been made, entails the following ***generative skills in the order indicated:***

Order the following from 1 to 7 in the column headed R	
Generate new ideas	R
Supply missing or implied information	V8
State a goal clearly and unambiguously	V9
Conceive, create something that did not exist before	V10
Design, construct and execute prepared plans	V11
Assemble information or materials together into a structure	V12
Explore fresh ideas from a variety of sources	V13
	V14

V8	9
V9	10
V10	11
V11	12
V12	13
V13	14
V14	15

7. The ability to work effectively with others as a member of a team, group, organisation or community requires the following ***generative skills in the order indicated:***

Order the following from 1 to 4 in the column headed R	
Supply missing or implied information	R
State a goal clearly and unambiguously	V15
Conceive, create something that did not exist before	V16
Design, construct and execute prepared plans	V17
	V18

V15	16
V16	17
V17	18
V18	19

8. The ability to organise and manage oneself and one's activities responsibly and effectively, requires the following ***generative skills in the order indicated:***

Order the following from 1 to 6 in the column headed R	
Supply missing or implied information	R
State a goal clearly and unambiguously	V19
Conceive, create something that did not exist before	V20
Design, construct and execute prepared plans	V21
Assemble information or materials together into a structure	V22
Explore fresh ideas from a variety of sources	V23
	V24

V19	20
V20	21
V21	22
V22	23
V23	24
V24	25

9. The ability to collect, analyse, organise and critically evaluate information, requires the following ***generative skills in the order indicated:***

Order the following from 1 to 7 in the column headed R	
Generate new ideas	R
Supply missing or implied information	V25
State a goal clearly and unambiguously	V26
Conceive, create something that did not exist before	V27
Design, construct and execute prepared plans	V28
Assemble information or materials together into a structure	V29
Explore fresh ideas from a variety of sources	V30
	V31

V25	26
V26	27
V27	28
V28	29
V29	30
V30	31
V31	32

10. The ability to communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation, requires the following ***generative skills in the order indicated:***

Order the following from 1 to 4 in the column headed R		R
Supply missing or implied information		V32
State a goal clearly and unambiguously		V33
Conceive, create something that did not exist before		V34
Design, construct and execute prepared plans		V35

11. The ability to use science and technology effectively and critically showing responsibility towards the environment and health of others, requires the following ***generative skills in the order indicated:***

Order the following from 1 to 8 in the column headed R		R
Generate new ideas		V36
Explore and adapt equipment as and when needed		V37
Supply missing or implied information		V38
State a goal clearly and unambiguously		V39
Conceive, create something that did not exist before		V40
Design, construct and execute prepared plans		V41
Assemble information or materials together into a structure		V42
Explore fresh ideas from a variety of sources		V43

12. The ability to demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, requires the following ***generative skills in the order indicated:***

Order the following from 1 to 5 in the column headed R		R
Supply missing or implied information		V44
State a goal clearly and unambiguously		V45
Conceive, create something that did not exist before		V46
Design, construct and execute prepared plans		V47
Assemble information or materials together into a structure		V48

13. The ability to reflect on and explore a variety of strategies to learn more effectively requires the following ***generative skills in the order indicated:***

Order the following from 1 to 2 in the column headed R		R
Supply missing or implied information		V49
State a goal clearly and unambiguously		V50

V49		50
V50		51

14. The ability to participate as responsible citizens in the life of local, national and global communities, requires the following ***generative skills in the order indicated:***

Order the following from 1 to 2 in the column headed R		R
Supply missing or implied information		V51
Explore fresh ideas from a variety of sources		V52

V51		52
V52		53

15. The ability to be culturally and aesthetically sensitive across a range of social contexts, requires the following ***generative skills in the order indicated:***

Order the following from 1 to 2 in the column headed R		R
Supply missing or implied information		V53
Explore fresh ideas from a variety of sources		V54

16. The ability to explore education and career opportunities, requires the following ***generative skills in the order indicated:***

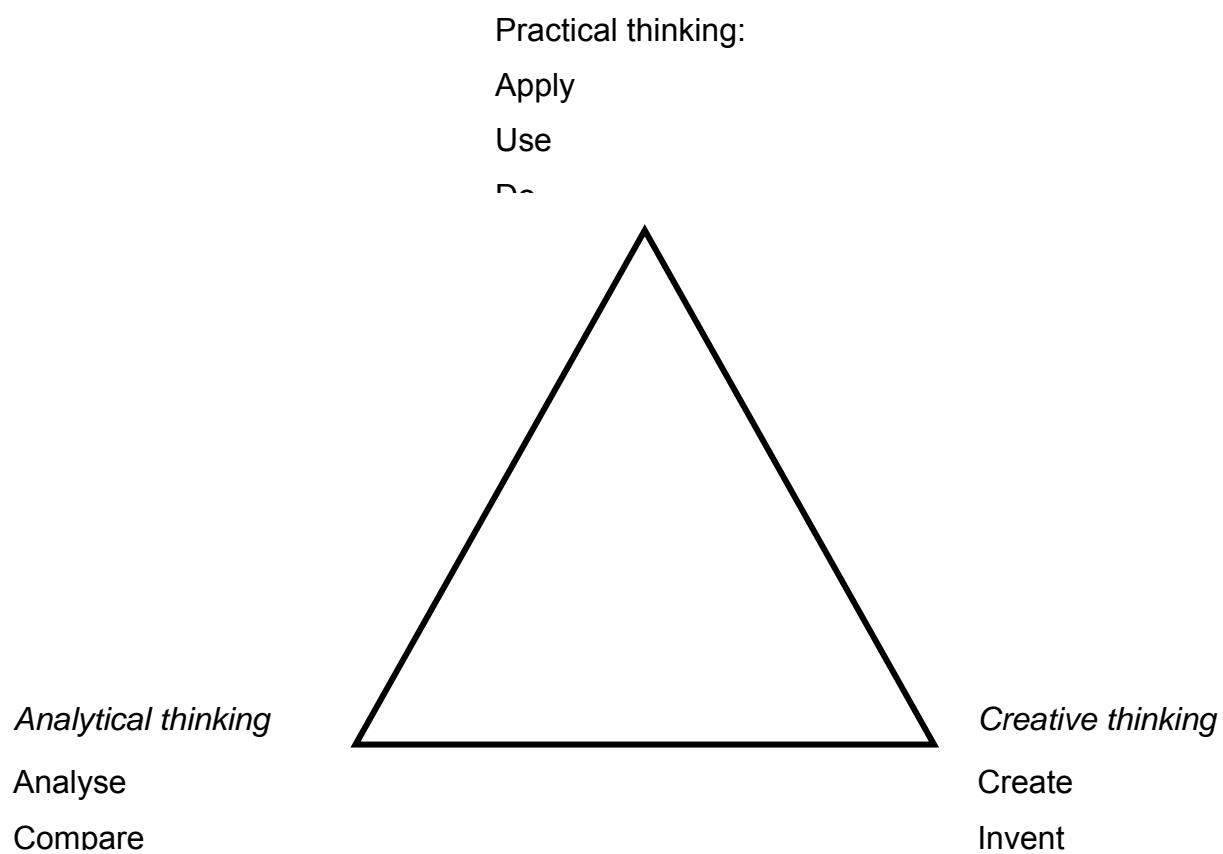
Order the following from 1 to 2 in the column headed R		R
Supply missing or implied information		V55
State a goal clearly and unambiguously		V56

17. The ability to develop entrepreneurial opportunities, requires the following ***generative skills in the order indicated:***

Order the following from 1 to 5 in the column headed R		R
Supply missing or implied information		V57
State a goal clearly and unambiguously		V58
Conceive, create something that did not exist before		V59
Design, construct and execute prepared plans		V60
Assemble information or materials together into a structure		V61

Thank you for your time and co-operation

Addendum D: Sternberg's Triarchic Theory of Intelligence

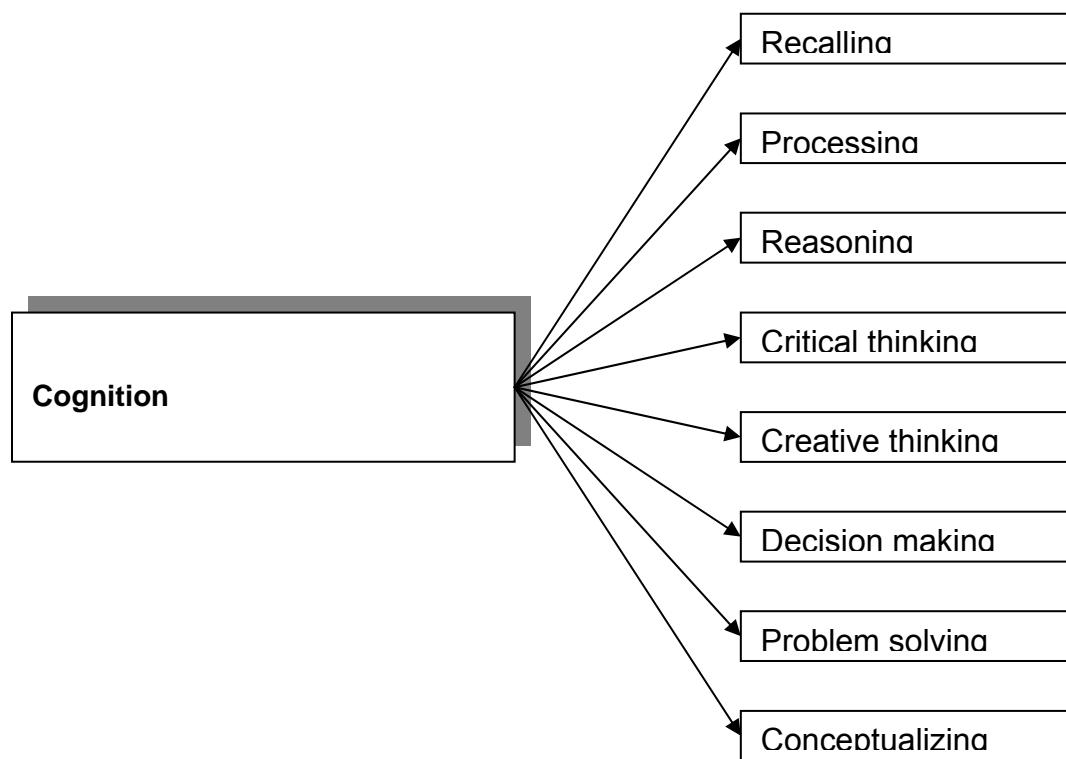
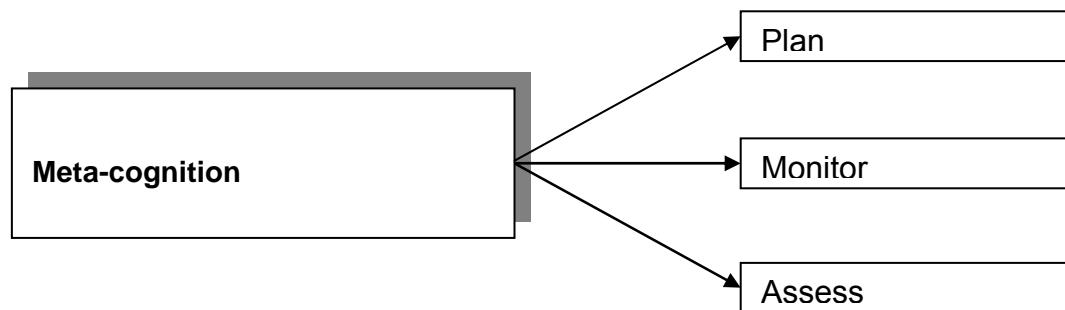


Addendum E: Applied version of Bloom's taxonomy as presented by Bellis
 (2002: 48 & 227)

Highest level	Level	Cognitive domain	Associated verbs		
	Evaluation	Assessing the value of ideas, things Making judgements with given criteria	predict appraise compare score recommend	argue assess choose select support	select estimate judge rate justify
	Synthesis	Assembling a whole from parts Bringing together parts of knowledge to form a whole and building relationships for new situations	integrate propose compose develop incorporate plan prepare	formulate construct create design organise start structure	arrange assemble insert integrate manage write
	Analysis	Disassembling a whole into parts Breaking down knowledge into parts and state relationships	categorise deduce analyse calculate infer	differentiate compare contrast criticise discriminate	classify distinguish examine experiment question test
	Application	Using what has been previously learned Appling knowledge or generalising it to a new situation	operate interpret apply choose compute prepare use	modify demonstrate discover draw employ schedule survey	solve illustrate revise practise show sketch

	Comprehension	<p>Knowing what a message means Interpreting information in one's own words</p>	<p>compare define classify interpret recognise restate summarise tell</p>	<p>discuss describe explain express paraphrase report sort</p>	<p>match generalise identify indicate locate review select</p>
Lowest level	Knowledge	<p>Remembering/recalling terms, facts Recalling information</p>	<p>recall reproduce name order state</p>	<p>locate arrange define recognise repeat</p>	<p>list label memorise relate</p>

Addendum F: Thinking operations Beyer (1998:32)



Addendum G: Emotional Competence Framework

The following generic competence framework distils findings from various authors. The aggregation of authors is as follows:

U.S. Office of Personnel Management: MOSAIC competencies for professional and administrative occupations

Spencer and Spencer: *Competence at Work*

Spencer and Spencer: *Top performance and leadership competence studies* published in R. H. Rosier (Ed). 1994 and 1995. *The competency model handbook*, Volumes One and Two: Boston, Linkage

Goleman. D. 1998. Working with Emotional intelligence. Bantam

The above-mentioned authors found it appropriate to divide the emotional competence framework into *personal competence* and *social competence* as they refer to it. Personal competence is further divided into Self-Awareness and Self-Regulation with respective sub-division in tally, as for Social Competence that is divided into Social Awareness and Social Competencies. This framework relates to the framework provided by Younger during the JET Educational workshop in June 2003.

Following is a layout of the Emotional Competence Framework.

a) **Personal competence**

Self Awareness

Emotional Awareness:

Recognising one's emotions and their effects. People with this competence:

- know which emotions they are feeling and why
- realise the links between their feelings and what they think, do and say
- recognise how their feelings affect their performance
- have a guiding awareness of their values and goals

Accurate Self-Assessment:

- Knowing one's strengths and limits. People with this competence are:
- Aware of their strengths and weaknesses
- Reflective, learning from experience
- Open to candid feedback, new perspectives, continuous learning and self-development
- Able to show a sense of humour and perspectives about themselves

Self-Confidence

- Sureness about one's self-worth and capabilities. People with this competence:
- Present themselves with self-assurance; have 'presence'
- Can voice views that are unpopular and go out on a limb for what is right
- Are decisive, able to make sound decisions despite uncertainties and pressures

Self Regulation

Self Control

- Managing disruptive emotions and impulses. People with this competence:
- Manage their impulsive feelings and distressing emotions well
- Stay composed, positive and unflappable even in trying moments
- Think clearly and stay focused under pressure

Trustworthiness

- Maintaining standards of honesty and integrity. People with this competence:
- Act ethically and are above reproach
- Build trust through their reliability and authenticity
- Admit their own mistakes and confront unethical actions in others
- Take tough principle stands even if they are unpopular

Conscientiousness

- Taking responsibility for personal performance. People with this competence:
- Meet commitments and keep promises
- Hold themselves accountable for meeting their objectives
- Are organised and careful in their work

Adaptability

- Flexibility in handling change. People with this competence:
- Smoothly handle multiple demands, shifting priorities and rapid change
- Adapt their responses and tactics to fit fluid circumstances
- Are flexible in how they see events

Innovativeness:

- Being comfortable with and open to novel ideas and new information. People with this competence:
- Seek out fresh ideas from a wide variety of sources
- Entertain original solutions to problems
- Generate new ideas
- Take fresh perspectives and risks in their thinking

Self Motivation

Achievement Drive

- Striving to improve or meet a standard of excellence. People with this competence:
- Are result-oriented, with a high drive to meet their objectives and standards
- Set challenging goals and take calculated risks
- Pursue information to reduce uncertainty and find ways to do better
- Learn how to improve their performance

Commitment

- Aligning with the goals of the group or organisation. People with this competence:
- Readily make personal or group sacrifices to meet a larger organisational goal
- Find a sense of purpose in the larger mission
- Use the group's core values in making decisions and clarifying choices
- Actively seek out opportunities to fulfil the group's mission

Initiative

- Readiness to act on opportunities. People with this competence:
- Are ready to seize opportunities

- Pursue goals beyond what is required or expected of them
- Cut through red tape and bend the rules when necessary to get the job done
- Mobilises others through unusual enterprising efforts

Optimism

- Persistence in pursuing goals despite obstacles and setbacks. People with this competence:
- Persist in seeking goals despite obstacles and setbacks
- Operate from hope of success rather than fear of failure
- See setbacks as due to manageable circumstance rather than a personal flaw

Social Competence

Social Awareness

Empathy

Sensing others' feelings and perspectives, and taking an active interest in their concerns.
People with this competence:

- Are attentive to emotional cues and listen well
- Show sensitivity and understand others' perspectives
- Help out based on understanding other people's needs and feelings

Service Orientation

- Anticipating, recognising and meeting customers' needs. People with this competence:
- Understand customers' needs and match them to services or products
- Seek ways to increase customers' satisfaction and loyalty
- Gladly offer appropriate assistance
- Grasp a customers' perspective, acting as a trusted advisor

Developing Others

- Sensing what others need in order to develop, and bolstering their abilities. People with this competence:
- Acknowledge and reward peoples' strengths, accomplishments and development
- Offer useful feedback and identify people's needs for development
- Mentor, give timely coaching, and offer assignments that challenge and grow a person's skill

Leveraging Diversity

- Cultivating opportunities through diverse people. People with this competence:
- Respect and relate well to people from varied backgrounds
- Understand diverse worldviews and are sensitive to group differences
- See diversity as opportunity, creating an environment where diverse people can thrive
- Challenge bias and intolerance

Political Awareness

- Reading a group's emotional currents and power relationships. People with this competence:
- Accurately read key power relationships
- Detect crucial social networks
- Understand the forces that shape views and actions of clients, customers or competitors
- Accurately read situations and organisational and external realities

Social Competencies

Influence

Wielding effective tactics for persuasion. People with competence:

- Are skilled at persuasion
- Fine-tune presentations to appeal to the listener
- Use complex strategies like indirect influence to build consensus and support
- Orchestrate dramatic events to make a point effectively

Communication

Sending clear and convincing messages. People with this competence:

- Are effective in give-and-take, registering emotional cues in attuning their message
- Deal with difficult issues straightforwardly
- Listen well, seek mutual understanding and welcome sharing of information fully
- Foster open communication and stay receptive to bad news as well as good

Leadership

- Inspiring and guiding groups and people.
- People with this competence:
- Articulate and arouse enthusiasm for a shared vision and mission
- Step forward to lead as needed, regardless of position
- Guide the performance of others while holding them accountable
- Lead by example

Change Catalyst

Initiating or managing change. People with this competence:

- Recognise the need for change and remove barriers
- Challenge the status quo to acknowledge the need for change
- Champion the change and enlist others in its pursuit
- Model the change expected of others

Conflict Management

Negotiating and resolving disagreements. People with this competence:

- Handle difficult people and tense situations with diplomacy and tact
- Spot potential conflict, bring disagreements into the open and help deescalate
- Encourage debate and open discussion
- Orchestrate win-win solutions

Building Bonds

- Nurturing instrumental relationships. People with this competence:
- Cultivate and maintain extensive informal networks
- Seek out relationships that are mutually beneficial
- Build rapport and keep others in the loop
- Make and maintain personal friendship among work associates

Collaboration and Cooperation

Working with others toward shared goals. People with this competence:

- Balance a focus on task with attention to relationships
- Collaborate, sharing plans, information and resources
- Promote a friendly, cooperative climate
- Spot and nurture opportunities for collaboration

Team Capabilities

Creating group synergy in pursuing collective goals. People with this competency;

- Model team qualities like respect, helpfulness and cooperation
- Draw all members into active and enthusiastic participation
- Build team identity, esprit de corps and commitment
- Protect the group and its reputation, share credit