

Deepening the outcomes conversation
in the sub- frameworks

Occupational Qualifications Sub-framework

2019-06-23

The first two objectives of the National Qualifications Framework:

- (a) create a single integrated national framework for learning achievements;
- (b) facilitate access to, and mobility and progression within, education, training and career paths;

The difficulty, however has been that the dominant discourse has been about the formal education and training systems, about accrediting providers and quality assuring provision.

It has not been about learning and the outcomes of learning.

So this discourse did not take into account of the other modality of learning, i.e. learning in and for the workplace.

Schon, Donald A. 1995. Knowing-in-action: The New Scholarship Requires a New Epistemology. *Change*; Nov/Dec95, Vol. 27 Issue 6, p26



In the varied topography of professional practice, there is a high, hard ground overlooking a swamp. On the high ground, manageable problems lend themselves to solution through the use of research-based theory and technique. In the swampy lowlands, problems are messy and confusing and incapable of technical solution. The irony of this situation is that the problems of the high ground tend to be relatively unimportant to individuals or society at large, however great their technical interest may be, while in the swamp lie the problems of greatest human concern. The practitioner is confronted with a choice. Shall he remain on the high ground where he can solve relatively unimportant problems according to his standards of rigor, or shall he descend to the swamp of important problems where he cannot be rigorous in any way he knows how to describe.

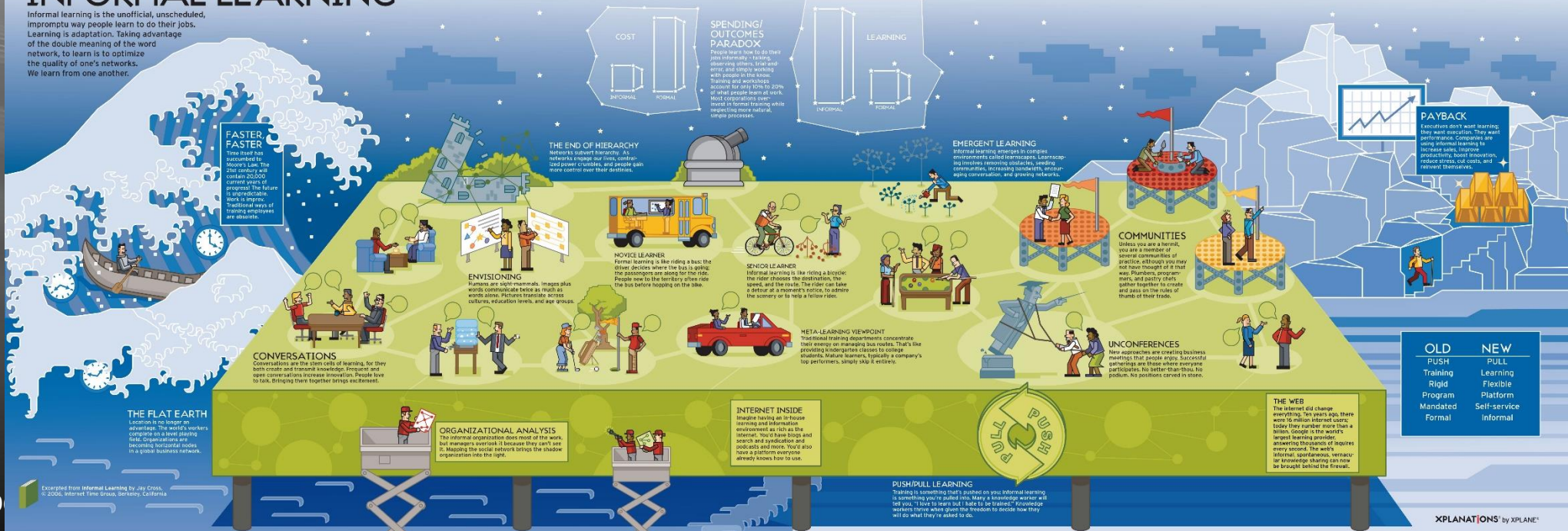


Becket, D and Hager, P. 2002. Life, Work and Learning: Practice in Postmodernity. London: Routledge, p 101

Practice as the basis of learning at work ... can be regarded as a new beast on the educational landscape. However, it is not a recent arrival: it has been there all along without being noticed. Practice, and the informal learning that accompanies it, have gone largely unnoticed because they do not fit easily into what has been the dominant educational paradigm (i.e. the front-end model of learning (which) is showing signs of being a dinosaur).

INFORMAL LEARNING

Informal learning is the unofficial, unscheduled, impromptu way people learn to do their jobs. Learning is adaptation. Taking advantage of the double meaning of the word network, to learn is to optimize the quality of one's networks. We learn from one another.



Dreyfus, Stuart E., Dreyfus, Hubert L., 1980 A Five-Stage Model of the Mental Activities Involved in Directed Skill Acquisition . California University, Berkeley Operations Research Center

1. Novice

- "rigid adherence to taught rules or plans"
- no exercise of "discretionary judgment"

2. Advanced beginner

- limited "situational perception"
- all aspects of work treated separately with equal importance

3. Competent

- "coping with crowdedness" (multiple activities, accumulation of information)
- some perception of actions in relation to goals
- deliberate planning
- formulates routines

4. Proficient

- holistic view of situation
- prioritizes importance of aspects
- "perceives deviations from the normal pattern"
- employs maxims for guidance, with meanings that adapt to the situation at hand

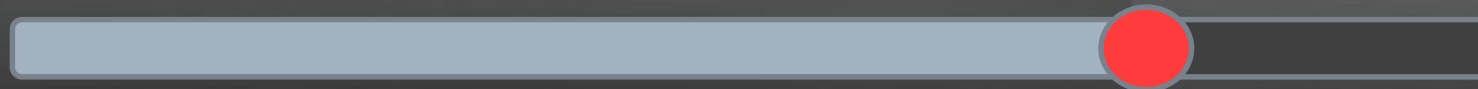
5. Expert

- transcends reliance on rules, guidelines, and maxims
- "intuitive grasp of situations based on deep, tacit understanding"
- has "vision of what is possible"
- uses "analytical approaches" in new situations or in case of problems

There are two distinct paradigms of learning at play here:

Teaching	Doing
Driven by content (text)	Driven by context
Individual	Social
Push	Pull
Author	Actor
Cognitive	Whole person
Critical Thinking	Entrepreneurial thinking
Research	Effectuation
Provider institutions	Product and service institutions

Not either or but an appropriate "and"



During the HSRC convened process that led to the publication of, Professor Ian Bellis, then of RAU, showed us this cartoon to illustrate the shift from teaching to learning outcomes.



It's still a relevant message today.

It is against this background that we have to position the following two presentations.

1. Conceptualisation of learning outcomes – Mr Thomas Lata
2. Conceptualisation of notional hours and credits – Dr Florus Prinsloo
3. Then a general discussion