

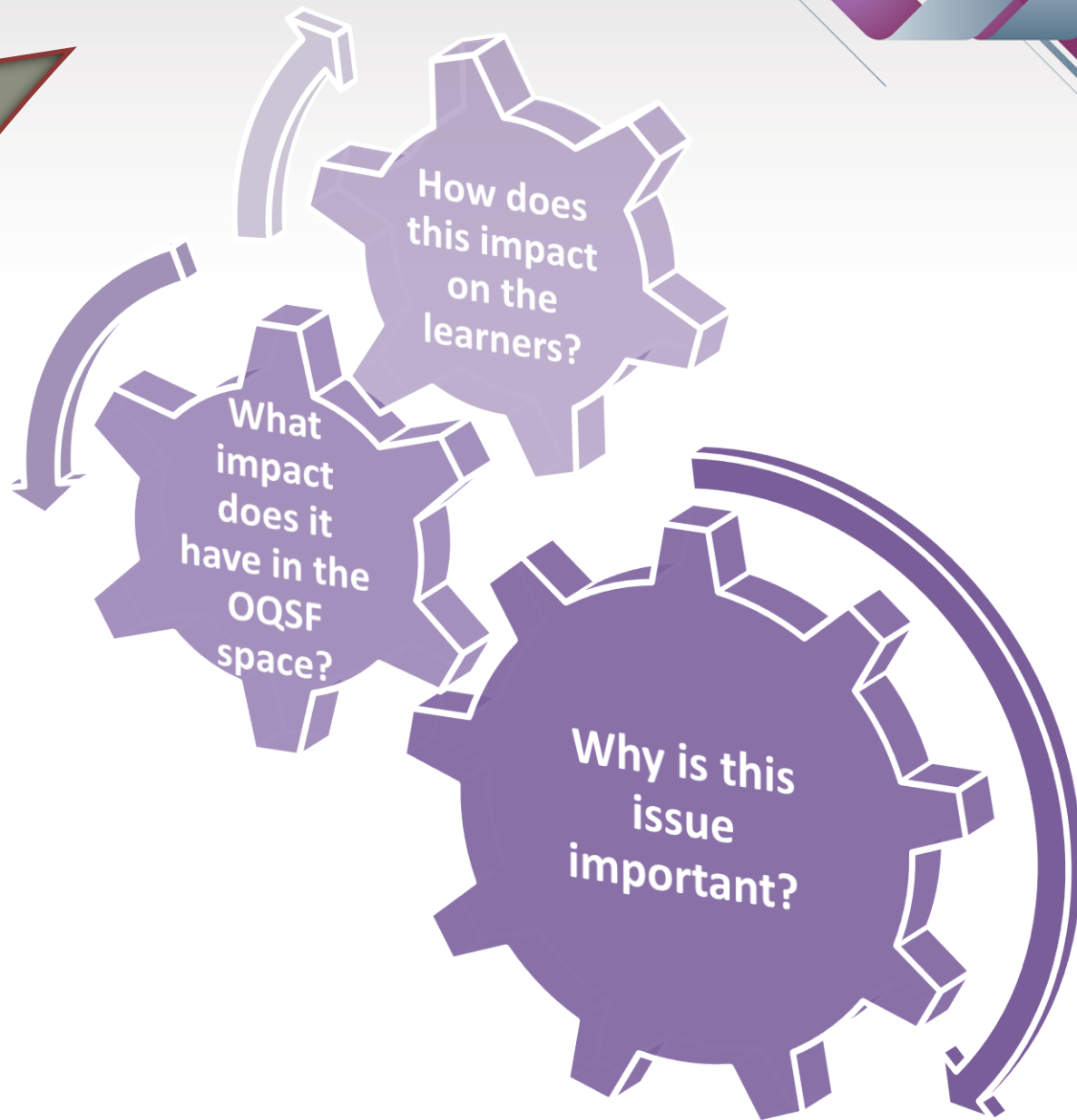
POLICY LEARNING FORUM (PLF) ON LEARNING OUTCOMES 24 – 25 JUNE 2019

STREAM THREE: Occupational Qualifications Sub-Framework (OQSF)

Presentation: Credit Allocation and Notional Hours

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**Acknowledging Contributions from:
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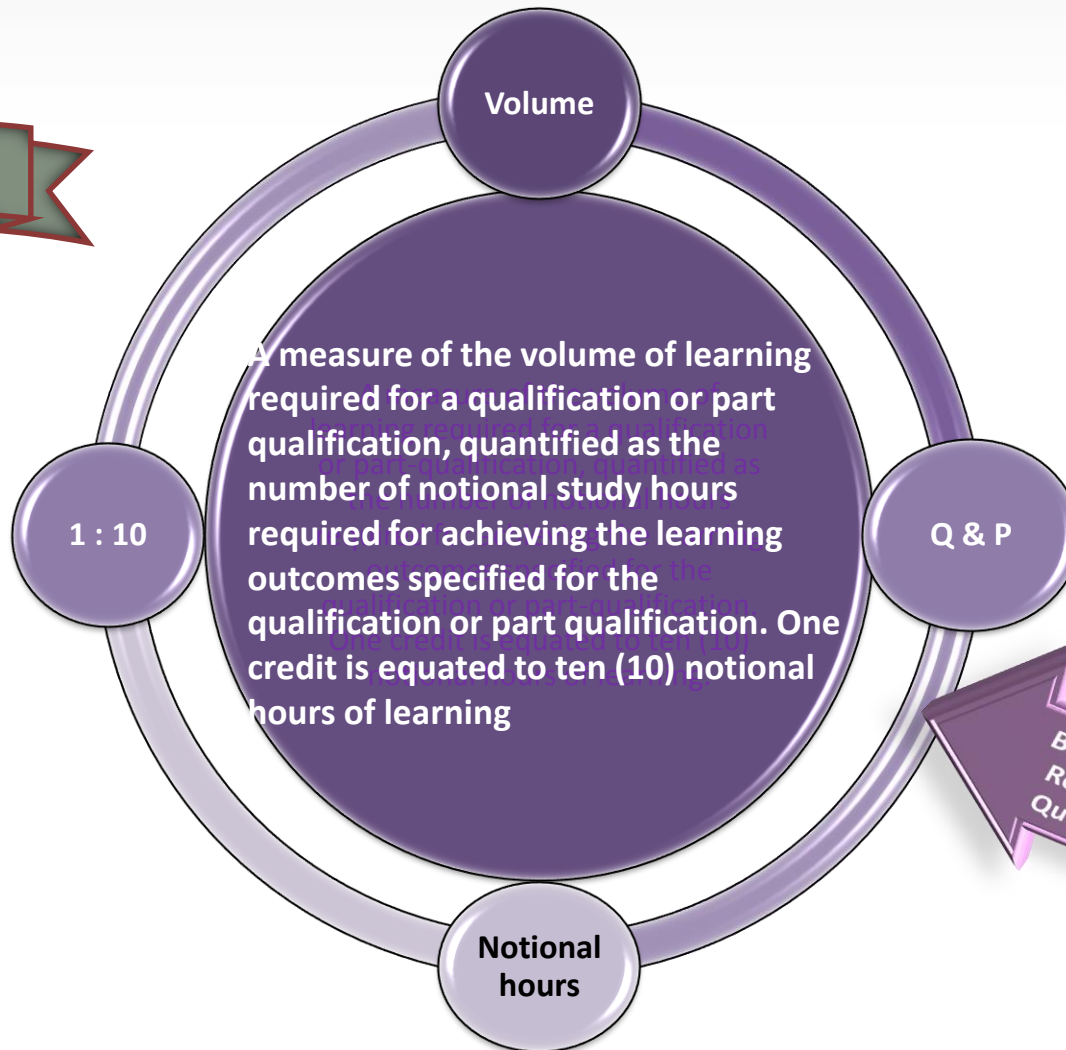
2014 Assessment of the Impact of the South African National Qualifications Framework FULL REPORT, March 2017; SAQA

- Shifts between 1994 and present (2017), regarding extent NQF objectives of systemic integration, transparency, quality and redress in E&T, and learner access, success and progression have been achieved, including evidence of:
 - a shift from seeing **integration** as being ‘**seamless**’, to understanding it in terms of **learning pathways** which can be **articulated** in a variety of particular ways;
 - a shift from a **severely divided system**, to one which is **structurally integrated**, and has moved on to the **current focus** on **deeper conceptual integration**, as **exemplified by curriculum alignment work** under way;

Content of Presentation

1. Definitions
2. Problem statement
3. Comparison of credit allocation
4. Analysis of how credits are allocated
5. Implications
6. Relationship with level allocation and outcomes
7. Some thoughts in response

1. Definitions



Based on the Policy and Criteria for the Registration of Qualifications and Part Qualifications on the NQF (SAQA, 2013)



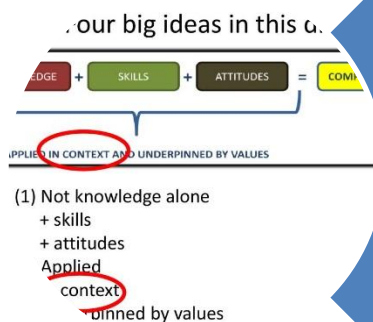
Learning Outcomes: The contextually demonstrated end-products of specific learning processes, which include knowledge, skills and values

Based on the Policy and Criteria for the Registration of Qualifications and Part Qualifications on the NQF (SAQA, 2013)



Skill: An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills).

<http://www.businessdictionary.com/definition/skill.html>



Applied Competence: An integration of the knowledge, the skills, the attitudes and the applications that a learner is able to perform in a way that suits the learning context. It is described as the foundational (knowledge), the practical (skills) and the reflexive (application in context) competence which the learner needs in order to be judged fully competent.

Developing Learning Programmes for NQF-registered qualifications and unit standards (SAQA, 2005)

2. Problem statement

Year's learning

- Approach to credit allocation for occupational qualifications has been questioned
- Perception exists that 120 credits must represent a year's learning

Workplace component

- Implementation of legislation published relating to "Artisan Qualifications" (Government Gazette, No. 35625 of 31 August 2012)
- Issue related to workplace component of OQs and the time required to achieve competence

Realistic credits

- Credit value of OC often exceeds 120 credits (intended 1yr) qual - more working days in a year than study days in an academic year
- Realistic credit value per day and no. of credits achievable within a year for OQ

3. Comparison of credit allocation

UMALUSI	HEQC	QCTO
School year 35 weeks to obtain 120 credits College year 33 weeks to obtain 120 credits	HEI year 30 weeks to obtain 120 credits	Historical: 45 weeks to obtain 120 credits * Does not make provision for work experience in credit allocation

There are 45 weeks of learning in a single year (54 less leave, public holidays and estimated non-productive time) therefore, at 8 hours a day, 5 days a week for 45 weeks, a learning year in the workplace amounts to 180 credits

4. Analysis of how credits are allocated



Knowledge Modules:

Topics and elements to be covered. Foundational (**basic concepts**); **operational or process knowledge** (how basic concepts and additional categories of knowledge relate to real-world operations and processes) and systems knowledge (**how processes interrelate** to form and interact as systems. Not the same as contextual knowledge



Practical Skills Modules:

Procedures, techniques, methods, sequencing, applied knowledge, associated activities that make up the skill to **reach competence**.



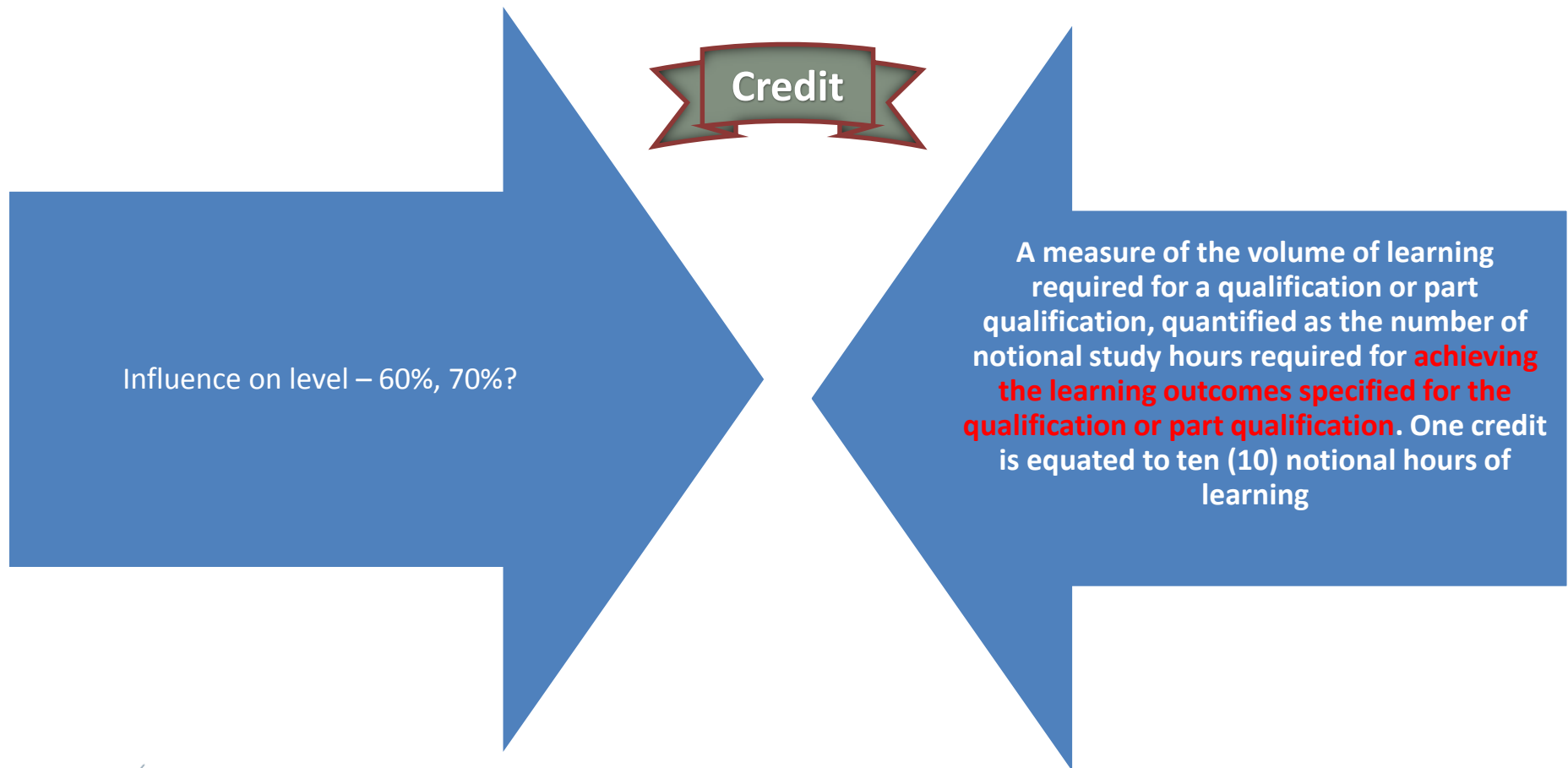
Work Experience Modules:

Full scope of work activities to experience the range of work activities and acquire the **contextual knowledge** and understanding specified. Exposes learner to a **variety of task situations / challenges / equipment / problem solving**. The workplace does not teach new skills but allows the learner to learn new ways of applying those skills in different contexts.

5. Implications

- Trade qualifications and other occupational qualifications
- Impact on SDPs? Or maybe only workplace
- Review processes
- No formal communications in this regard
- Revised OQSF Policy

6. Relationship with level allocation and outcomes



7. Some thoughts in response

- SDPs may not be by means to expose learner to different applications of skills taught – making it a requirement of workplace to expose learner to a variety of task situations / difficulty / equipment / problem solving.
- Some sectors (SAMSA/IWH) specify a minimum time in workplace – exceeding credits allocated for work experience and not credit bearing.
- Historically registered qualifications were converted into Learnerships and 70% of allocated time (credits) were allocated to workplace. The workplace component was not specified in those qualifications and not credit bearing.
- Structured learning in the workplace is not new learning but different exposures in applying learnt skills



Thank You