

Profile of Occupationally Directed Education and Training Development Practitioners

**First steps towards a needs analysis of the training needs of
Occupationally Directed ETD Practitioners**



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The South African Institute for Distance Education
P O Box 31822, BRAAMFONTEIN, 2017

Tel : +27 11 403 2813

Fax : +27 11 403 2814

E-mail: info@saide.org.za

url : <http://www.saide.org.za>

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CONTENTS

Acknowledgements	ii
Introduction	1
Programme Description	3
Scope of the Evaluation	8
An Evaluation of the Instructional Design of the website	11
Conclusion	36
How Learners Use the Website and Online Teaching and Learning Strategies	39
Conclusions	68
Recommendations	71
Concluding Comments and Way Forward	73
Appendix A: Interview Questions	74
Appendix B: Criteria	75
Appendix C : SAIDE grid for evaluating learning resources	78

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SAIDE Project Team:

Rabia Dawjee
George Sekoane
Stephanie Allais
Tessa Welch

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INTRODUCTION – WHY THE NEED FOR THIS PROFILE?

There has been increasing focus on the need to improve the qualifications and upgrade the competence of educators involved in the provision of education and training programmes targeting adults and youths. In addition, current proposals from the South African Qualifications Authority (SAQA) and the Department of Education indicate that in the future, educational provision in the Further Education and Training (FET) band will be considerably different from what it is now. This has various implications for the training of educators in this band, since traditional teacher training is not likely to be adequate, with increasing emphasis being placed on occupationally directed development. However, while traditional teacher training is at least fairly systematic, occupationally directed practitioners receive sporadic and highly varied training, if they are trained at all.

It is SAIDE's intention to assist in developing FET courses and courseware. In order to do this, we planned to review selected courses and courseware for educator development in areas of professional competence relating to the design, development, and delivery of learning programmes at the Further Education and Training (FET) level. However, as we started to work increasingly in the areas of skills development and learnerships, we realised that the training needs of these educators are often not known, and that there is a vast disparity between the qualifications and skills of different educators. We felt that before starting to review existing courses for these educators, it was important to gain more insight into the qualifications, skills, knowledge, and ability that they have, as well as what they feel to be their gap areas.

Our next step will be a review of a few existing training programmes. We will then run a broad workshop where the outcomes of the initial review will be discussed, specific needs identified and recommendations made to inform the development of a proposal on design and development of appropriate courseware. SAIDE will then secure the agreement of appropriate partners for a specific pilot project in areas of fields of educator specialisation identified as priority areas by education authorities.

DEFINITION OF FURTHER EDUCATION AND TRAINING

FET consists of learning programmes from levels 2 to 4 of the National Qualifications Framework (NQF). In existing senior secondary schooling this corresponds to grades 10 to 12, up to matriculation, but also includes technical and vocational education from N1 to N3. Learners at this level would generally be aged 15 years and older. Learnerships, which most commonly culminate in a FET qualification, are an important aspect of this educational band. Learnerships require learners to complete one part of a qualification on the job (in a workplace environment) and another part, a more theoretical component should be provided by training providers.

In the future, the FET band will offer multiple entry and exit points, the ultimate exiting point being a Further Education and Training Certificate (FETC). Therefore, the FETC will replace the current Matric certificate, as well as the current National Senior Certificate obtained at Technical Colleges. Ultimately, it is intended that FET will allow for more specialisation than general education, and will provide more context-based skills in preparing learners for higher education and the world of work. The mission of FET is to foster mid-level skills, lay the foundation for higher education, facilitate the transition from school to the world of work, develop well-educated, autonomous citizens, and provide opportunities for continuous learning through the articulation of education and training programmes.

FET is a large and complex phase of learning, and the existing system for its provision is fragmented and disorganised. There is a varied and confusing array of programmes, with few points of articulation and little equivalence between them. Programmes differ widely with respect to quality, standards of provision, outcomes and curriculum.

CATEGORISING FET-EDUCATOR DEVELOPMENT OPPORTUNITIES

INITIAL AND ONGOING TRAINING

Educator development is a form of professional education that begins at the pre-service stage and continues over the full span of an educator's professional life. Therefore, FET educator programmes fall into two broad categories:

1. *INITIAL PROFESSIONAL DEVELOPMENT* - allows entry into the area of FET education
2. *ONGOING PROFESSIONAL DEVELOPMENT* - allows progression in FET education, and is aimed at up-grading subject knowledge, improving teaching

practice, or developing new areas of competence. There are two categories of ONGOING programmes:

- *Formal* whole qualifications, unit of qualification short courses, and short courses that are not qualification earning (e.g., short workplace-based courses)
- *Informal* learning activities such as research and publication activities, conference attendance, work-related workshops and discussion groups and participation in professional association/union activities

Curricula should promote a continuum between INITIAL and ONGOING development and involvement in ONGOING development should be one of the conditions of service for all teachers. A modular ONGOING structure will facilitate credit accumulation towards improved qualifications. To ensure credit portability, modules must be designed in line with NQF specifications.

FET EDUCATOR SECTORS

Educators are all persons who teach or educate other persons, or who provide professional educational services. The word 'educators' is therefore more inclusive than 'teachers' and in terms of the FET band, includes traditional school teacher qualifications and those qualifications associated with Technical and Vocation Education in non school environments (including lecturers at technical colleges as well as trainers, facilitators and occupationally directed practitioners). 'Educators' also includes education administrators such as principals, deputy principals, heads of departments, and departmental officials and systems managers (at sites focussed on FET education).

FET education will take place at a range of education sites:

- Ordinary public, special and private schools which offer senior secondary schooling from Grades 8 to 12
- Adult education centres, often referred to as 'night schools' and offering programmes across the schooling spectrum (Grades 1 to 12)
- Youth colleges and 'finishing schools' in provincial departments of education
- State and state-aided technical colleges which offer programmes from N1-N3
- Universities and technikons through their outreach and community programmes
- Government departments which provide training for civil servants in central, provincial and local government
- Training trusts, regional training centres and private providers which deliver training funded by the Department of Labour
- Government departments other than Education and Labour. For example, the Department of Trade and Industry's programmes to train entrepreneurs and public works programmes
- Enterprises which train their own employees in-house
- Community colleges/centres
- Non-governmental organisations.

In 1996 it was estimated that there were some 8000 FET providers, excluding enterprise-based, employer training where no estimate was made of the number of companies providing in-house training.

The above FET education sites can be condensed into four environments:

1. Senior secondary schools (majority of learners);
2. Publicly -funded colleges (e.g., technical colleges);
3. Private education and training providers (e.g., adult training centres);
4. The workplace.

Therefore, FET educators will generally be developed to perform any of the educator roles described previously, in one of the above four sectors. Although senior secondary school educators are the historically dominant group, in FET there could be a shift away from traditional schooling leading to a matriculation certificate, to more occupational and work-based training.

PROFESSIONAL DEVELOPMENT OF FET-EDUCATORS

Based on objectives of FET education, a list of professional development opportunities required by individuals wishing to get involved in FET programmes was compiled. The list focuses initially on **generic opportunities** relevant to the four FET educator sectors mentioned above; as there are certain common roles or sets of practices performed by all educators. Nonetheless, the combination and weight of the opportunities would differ in accordance with the specific purpose of the qualification. These generic roles are based on, and organised according to, the first six roles of the seven educator roles and associated competencies which were regulated by the Minister of Education, on 4 February 2000.

Opportunities in terms of **subject-specific requirements** relate to the seventh educator role and are discussed broadly.

Beyond these seven generic educator roles, certain FET educators will also require development opportunities that prepare them for a number of **occupationally directed** roles. These roles are drawn from the Occupationally Directed ETD Qualifications registered by SAQA, on 11 October 2000.

For the most part all these opportunities would be introduced at the INITIAL stage of educator development, but would be developed further in ONGOING development with a greater level of specialisation.

GENERIC OPPORTUNITIES

Learning mediator

- *Teaching skills* – including management of the classroom; use of key teaching approaches and strategies and adjusting these strategies when teaching in individualised, small or large and diverse groups, and in different educational, cultural, gender, ethnic and language contexts; use of media such as blackboards, charts, overhead projectors, computers, video, etc., and newspapers and magazines, as well as relevant presentation skills for use of these media.
- *Language* – educators need to be able to respond to the linguistic and cultural diversity of South Africa's population, having proficiency in more than one official language and some level of competency in English.
- *Classroom communication skills* – using the language of instruction clearly and convincingly in ways that are appropriate when communicating with pupils.
- *Basic numeracy skills*
- *Knowledge of learning processes* – how to motivate learners; understanding of common barriers to learning and common causes of success or failure in learning processes, and ways that these problems can be overcome.
- *Educator professionalism* – understanding of the code of conduct of the South African Council for Educators and legislation on the management of learners and schools; establishment of a culture of learning and teaching and of rights and responsibilities; promotion of a professional ethos and instilling the values and principles of equality, democracy and justice.

Interpreter and designer of learning programmes and materials

- *Learning programmes and curricula* – understanding, interpretation and adaptation of programmes, and design of original programmes.
- *Learning materials* – understanding, interpretation and adaptation of materials, and design of original materials (this should include the selection and preparation of suitable textual and visual resources for teaching and learning, and will require writing clearly and convincingly in the language of instruction).
- *Distance education* – design of distance education courses and materials.
- *Evaluation* – of courses and courseware.

Leader, administrator and manager

- *Educational management and administration* – including classroom administrative duties and maintenance of an efficient record system, but also going beyond the classroom into understanding or participating in the management of the institution or department.
- *Communication skills* – writing and speaking clearly and convincingly in ways that are appropriate when communicating with colleagues, parents, and community and business representatives.
- *Human resource management* – including basic organisational and leadership skills and conflict resolution.
- *Selection and admission processes* – design and implementation of proper procedures.
- *Incentive systems* – design of incentive systems for both staff and students.
- *Grievance and disciplinary procedures* – design of systems for both staff and students.
- *Basic budgeting, accounts and bookkeeping skills* – maintenance of efficient financial controls.
- *Computer literacy* – use of a word processing programme; use of management information systems necessary for good planning.

Scholar, researcher and lifelong learner

- *Academic and professional reading and research* – introduction to key texts; sourcing texts and other information from libraries, resource centres and the Internet; reading critically, and meaningful application of information and research to educational problems.
- *Study methods and writing skills* – understand the use of effective study methods and writing clearly and accurately.

Community, citizenship and pastoral role

- *Life skills* – personal health and first aid; HIV/AIDS education; environmental issues; awareness of, and ability to cater with, diversity in race, culture, religion, gender, language, beliefs and the impact of these differences; development of positive self-image and commitment to lifelong learning.
- *Career guidance skills* – provide guidance to learners about work and study possibilities.
- *Entrepreneurship* – the basics of setting up and running your own business.

Assessor

- *Student assessment and feedback* – design and management of assessment processes to ascertain whether or not learners have achieved the necessary applied competencies contained in the programmes, and keeping of detailed and diagnostic records of assessment.

LEARNING AREA/SUBJECT/DISCIPLINE/PHASE-SPECIFIC OPPORTUNITIES

As already mentioned, within the FET band, there will be a range of diverse programmes drawn from the 12 fields of learning. Educators in this band therefore need a sound knowledge of what is to be taught, and in this regard are expected to be specialists in particular programmes. To this end, they must select an elective outcome in a major subject, area or field of learning. The educator should be well grounded in the knowledge, skills, values, principles, methods, and procedures relevant to the discipline or subject, and should also be able to integrate this knowledge with other subjects. In addition, the educator needs to understand the phase – for example, they need to understand the rules of combination of the FETC, and be able to explain to learners what their options are; they need to understand the assessment procedures, etc.

OCCUPATIONALLY DIRECTED OPPORTUNITIES

Human resource development facilitator

- *Human resource development management* - FET educators need to take responsibility for human resource development in organisations, including assessing the organisation's training needs, building a skills development programme able to address these needs, and actioning and managing such a programme.

Quality assurance system manager

- *Management of quality assurance systems* – relates to the generic assessment role.

Community development worker

- *Community development* – performing the role of activists to drive community development initiatives.

OTHER KEY OPPORTUNITY CONSIDERATIONS

To use these development opportunities in the roles defined above, it is essential that FET educators understand the framing system that governs the desired overall approach to education, as well as the required qualification standards. In this context, FET educators need to develop an appreciation and understanding of outcomes based education and the notion of applied competence. **Outcomes based education** involves a shift from an input approach, which emphasises what is to be taught, to an output approach, which emphasises what the learner can do. Therefore, the value of the academic qualification will no longer be determined by a specified syllabus but by the value of the learning outcomes achieved. **Applied competence** is the ability to put into practice in a relevant context the learning outcomes acquired in obtaining a qualification.

In terms of **qualification standards**, educators need to have a sound knowledge of the systems and structures that govern outcomes-based education. Therefore, they require opportunities to learn about SAQA and the ways in which SAQA will impact on what takes place in the classroom or in other learning environments.

For all the development opportunities described above it is essential that knowledge be developed on an **academic level** ('knowing that' and 'knowing why' - the theory, incorporating knowledge and understanding); on an **occupational level** ('knowing how to - the practice); and on a **professional level** (values, attitudes and ethos). As already suggested, for FET-educator development, it is clear that the occupational level is particularly important and as far as possible, development opportunities should involve a significant practical component, including internships, teacher-mentors and school partnerships. In particular, this experience should involve temporary teaching or training in the relevant FET training sector so as to familiarise educators with the contexts in which their students and learners will work. The practical component can also include the critical evaluation of different programmes in real contexts and/or case studies both in terms of their educational validity as well as their socio-political significance.

This survey of the needs of Occupationally Directed ETD Practitioners in the FET band was conceptualised to provide some guidance as to where, among these various areas of competence that all educators require, as well as the areas specific to Occupationally

Directed Educators, the greatest need for training lay. It was our hope that the survey would give us direction about where the most significant intervention point for the design of a new training programme would be.

METHODOLOGY

We gathered data through a face to face interview process. The face to face interview has its advantages in that it allows the interviewer to establish rapport with the respondent, allows the interviewer to observe as well as listen, and permits more questions to be asked than in other types of data collection. Bell puts this succinctly when he says:

A skilful interviewer can follow up ideas, probe responses and investigate motives and feelings, which the questionnaire can never do. The way in which a response is made (the tone of voice, facial expression, hesitation, etc.) can provide information that a written response would conceal. Questionnaire responses have to be taken at face value, but a response in an interview can be developed and clarified.¹

Interviews also have problems. They are time consuming and often costly. Interviewing is a highly subjective technique and therefore there is always the danger of bias. Many factors can influence responses, one way or another. Borg draws our attention to a few of the problems that may occur:

Eagerness of the respondent to please the interviewer, a vague antagonism that sometimes arises between interviewer and respondent, or the tendency of the interviewer to seek out the answers that support his preconceived notions are but few of the factors that may contribute to biasing of data obtained from the interview. These factors are called response effect by survey researchers.²

It is easier to acknowledge the fact that bias can creep in than to eliminate it altogether. We attempted to keep our biases in check by not imposing our own views while probing for interviewees' responses.

We used a structured interview schedule (see appendix A page 38) which we called 'Profile Tool' as the aim of our research was to obtain a profile of ODETD practitioners and their needs as practitioners. Theorists often refer to the structured interview schedule as being a closed situation as the sequence and wording of the questions is determined by means of a schedule and the interviewer is left little freedom to make modifications. Even if leeway is granted this too is specified in advance.³ Although a structured schedule has disadvantages it was suitable for this research, as we needed specific information to make conclusions about the needs of ODETD practitioners.

The structured interview schedule was developed through discussions with a range of stakeholders who provide training for ODETD practitioners. We also modified the schedule as we conducted the interviews and found that some of the questions needed to be modified.

¹ Bell and Harris , *Evaluating and Assessing for Learning* , p.91, London, Hogan Press.

² Borg, W.K. et al. (1995) *Applying Educational research*. New York, Longman, p. 97

³ Cohen,L and Manion,L 1994. *Research Methods in Education*. RoutledgeLondon. p. 273

THE SAMPLE

As with any research, the population at which it is aimed must be clearly defined. Sampling strategies are used when the entire population is too large to include in the research process, and the researcher therefore selects a subset of the population.⁴ According to Nigel⁵ and Lemmer⁶, qualitative data-gathering techniques do not use sampling strategies that aim at inclusivity but rather use a sample that provides detail and quality information.

We chose a random sample of Occupationally Directed Practitioners across the SETAs. The table below gives an indication of the sites we visited and the number of practitioners interviewed at each site.

Initially we had planned to look at educators broadly but realised the need to separate FET schooling and Occupationally Directed Education and Development Practitioners. The FET schooling area has a long history of systematic training for educators (although we could question some of the practices). The latter area we found was neglected and needed to be investigated in terms of the needs of the practitioners. Furthermore SAIDE has had considerable experience working in this area and we felt that we should link this experience and the research to make recommendations for the training of ODETD practitioners.

Table 1: Sites Visited

Site Visited	No. interviewed
W&R (Foschini)	1
W&R (Diskom)	4
MERSETA (Iscor)	4
ESETA (ESKOM)	5
ETDP (PARKTOWN)	2
ETDP (HIGHVELD)	2
ETDP (MAMELODI)	3
ETDP (ACCESS)	4
ETDP (PRETORIA)	4
CETA (CSIR)	4
Total	33

⁴ Bell, J.1993. *Doing your Research Project* . Buckingham. Open University Press, p.91

⁵ Nigel, G. 1993.*Researching Social Life*. Sage Publications. Britain.

⁶ Lemmer, E.M. 1992. Quantitative Research Methods in Education. In South African Journal of Education Vol.3.p.12

LIMITATIONS

The face to face interview with 33 practitioners helped us to obtain valuable data to make conclusions about the training needs of ODETD practitioners.

Ideally we would have liked to interview practitioners nationally and across as many of the SETAs as possible but because of time and budgetary constraints we interviewed a small sample of practitioners in the Gauteng region.

We would have also liked to verify what the practitioners told us in the interviews by observation and course material reviews. Our research focused on one method because we were piloting an instrument which providers could use to draw up a profile of their practitioners, as part of training needs analysis. We did however build into the tool a section which was intended to register change from opinion of own teaching to description of own teaching. In this way a different perspective was provided.

Profile of Occupationally Directed Education Training and Development Practitioners

This section presents an analysis of the interviews carried out with the 33 practitioners. The information is organised according to the questions in the Profile Tool. Under some of the sub sections we also provide a concluding comment.

BACKGROUND INFORMATION

The majority of practitioners (43%) were between 30 and 39 years old. 24% were between 50 and 59 years old while 19% were between 40 and 49 years old. The remainder (14%) were between 20 and 29 years old.

57% of practitioners were males while 43% are female.

Whilst the overwhelming majority of practitioners (83%) were South African, some were German, Belgian or Zimbabwean.

83% of the practitioners rated their English reading writing and comprehension as excellent. In terms of other languages 16% rated their Afrikaans as excellent, 11% rated Setswana as excellent and a few practitioners felt that they were excellent at Sepedi, (8%) Sesotho (8%) and Isizulu (8%).

Of the sample, 41% were lecturers, 22% occupied managerial positions, 19% were training officers and 5.4% called themselves instructors.

QUALIFICATIONS

62% of practitioners have professional qualifications, which range from certificates to diplomas. The following table indicates a range of whole qualifications and short courses obtained by practitioners:

Table 2: Practitioner Qualifications

Practitioner no.	Whole qualification	Short Courses
1.	N4 Mechanical Engineering	None
2.	National Diploma Safety Management Training Development Diploma Training Management Diploma Human Asset Development Diploma	Train the Trainer Principles of Training Accredited assessor - City and Guilds
3.	National Diploma for technicians	None
4.	None	Train the Trainer Instructional Skills
5.	N3 Electrical Engineering Trainer Development Diploma Personnel Diploma	
6.NTC 3?	Senior Technical Teacher's Diploma HR Diploma	Education and Training
7.	National Diploma	ETDP course
8.	None	Train the Trainer Life Counselling Skills
9.	Computer and Secretarial Diploma	Train the Trainer
10.	Diploma in Costing and Accounting	None
11.	None (only initial B.com degree)	None
12.	National Diploma Purchasing Management	Train the Trainer
13.	B.Ed	None
14.	Secondary Teacher's Diploma Physical Education Diploma	None
15.	None (initial degree and honours)	None
16.	H.ED.	None
17.	None	Novel Network Admin Business Presentation Skills
18.	Junior Secondary Education Diploma Further Diploma in Education B.ED Adult education	Train the Trainer
19.	H.ED Masters in Business Leadership	None
20.	Executive Secretarial	Micro Soft Office user specialist

Practitioner no.	Whole qualification	Short Courses
21.	Diploma in Education B.ED Graduate Certificate in Admin	None
22.	Fashion Design and Technology Diploma	SMME certificate Human Resource Certificate
23.	B.ED	None
24.	National Diploma Commerce National Higher Diploma in Post School Education	None
25.	HED	NONE
26.	Further Education Diploma (computer science) B.ED	None
27.	N4 computer course N1 interior design National Higher Education Diploma	None
28.	Active Supervision certificate Instructional skills certificate	Train the Trainer
29.	Certificate in HR Management	None
30.	HDE	None
31.	MA	None
32.	None (only matric)	None
33.	Software engineering diploma Practical networking diploma	None

39% of the sample of practitioners do not have any professional qualifications. 9% have only a short training course. The remainder has professional qualifications, which do not demonstrate the emergence of any pattern but are disparate and that the qualifications are not particularly directed to their training needs.

The most popular course was Train the Trainer.

Most practitioners felt that this course equipped them with new teaching skills.

In their own words:

'Developed training skills – I was a trainer for 28 years but did not know how to teach.'

'Helped to refocus and recognise new training methods.'

'Introduction to the new training system.'

'Straightforward, simple understanding and interesting.'

'Taught me to develop theoretical material for training. I also switched from Afrikaans to English.'

'Train the trainer most helpful as it taught me how to train learners and methods of assessment.'

Other courses which practitioners enjoyed helped them to understand new policies. In their own words:

'Training Development Diploma – based on outputs/outcomes – you get a theoretical idea of developing a course.'

'Business presentation skills and workshop on SAQA helped to learn professional

presentation skills and helped to keep up with SETAs/ETQAs.’

‘ETDP most helpful provides better knowledge of education policies in SA. More job related – encompasses latest training policies.’

Some practitioners enjoyed courses, which helped them to understand their learners. In their own words:

‘MBL provided me with different ways of looking at the world and motivating people. I also learnt new leadership styles.’

‘B.ED with major in Adult education most useful as it makes it easy to associate with adults.’

‘Life Skills course – gave good foundation for understanding people. It helped to train people who are illiterate and the usage of picture format to train. It taught me people skills, their needs, their values and constraints to build their careers.’

Concluding Comment

The qualifications of the sample demonstrate that there is no clear learning pathway for these ODETD practitioners – they get training wherever they can. What needs to apply here is ODETDP standards and that qualifications must be organised at Level 4 5 or 6.

The ODETD practitioners most enjoyed courses, which equipped them with immediate training skills, such as Train the Trainer courses, and courses that helped them to understand new policies in relation to the South African Qualifications Authority.

PRESENTLY ON A COURSE/ INTENDING TO BE ON ONE

49% of practitioners are presently on a course whilst 24% have intentions of going on a course. The range of courses that practitioners are on or intend to be on leans towards management skills and human resource training (need to restructure this sentence) Eskom, Diskom and Anglo Platinum provide internal courses whilst other practitioners study through a formal educational institutions. Of these institutions Damelin and Rand Afrikaans University (RAU) seem to be most popular.

Some courses are as short as two weeks whilst others extend over two years. The methodology includes facilitated workshops, seminars, and lectures. The table on the next page provides details of the courses with duration and methodology.

Table 3: Description of courses presently done by practitioners

Course	Provider	No	Duration	Accredit	Methodology
ETDP	Corporate College	3	1yr	CCI	2 feedback sessions, lectures
MBA	Business School Netherlands	1	2yrs	Business School Nthlands	Syndicate meeting
Business Literacy & Management Dev	Diskom internal course	1	6days	Not accred.	Lectures
Business Management Dip	Damelin	1			Seminars, lecturers, Internet
HR Diploma	Damelin	1			
B.Com	Unisa	3	3yrs	UNISA	Facilitated workshops
Management Skills	Eskom internal	1	2 weeks		Facilitated workshops
B.Tech	Technikon	1	1yr	Tech RSA	Facilitated workshops
HR Diploma	RAU	1	1yr	RAU	Lectures
Marketing Management		1	18mths	DOE	Lectures
Beauty Therapy		1			
HED	TNG	1	1yr	TNG	Seminars, lectures
Human Resource Training	Institute of personal Management	1			
Masters in Linguistics	RAU	1	2 & half yrs	RAU	Consultation with supervisor
BED	RAU	1			
BBA	TNG	1	2yrs	TNG (DOE)	Facilitated workshops
ADC Theory	Anglo Platinum	1			
Designing Learning Guides	Learning Network	2		Not accredited	
Training Management	Wits Tech	1			

42% are doing HR and Management courses. The majority of these courses are run by different institutions and are sustained qualifications. Only two of these are short internal courses run by Diskom and Eskom.

Concluding comment

The majority of practitioners who are on courses have chosen either the management or human resource development field mostly for promotion purposes. This is particularly interesting given the low percentage who have education and training qualifications. Facilitated workshops, seminars and lectures make up the methodology. By and large the courses are accredited by the providing institution.

EXPECTED LEARNER SUPPORT/SKILLS DEVELOPMENT FROM COURSE

The skills that they hoped to develop from the courses varied from research to life skills. 43% were keen on developing research skills, 41% needed to develop life skills, 24% hoped to develop computer skills, 38% entrepreneurship skills and small numbers wished to develop reading and writing skills. (16% and 4% respectively). Practitioners need to develop teaching skills does not emerge as the interview tool did not include a specific question on the methodology that they use. We need to include a specific question on the methodology that they use.

In terms of the kinds of support that practitioners expected from courses, very little emerged. However a significant percentage (38%) felt the need for on the job support rather than merely training with a provider or institution.

Seven practitioners mentioned a range of other skills that they would like to develop when attending courses. For example:

- Understanding of the new policy issues, NQF, SAQA, OBE designing learning guides;
- Communication skills;
- Negotiation skills;
- Reporting, procurement skills;
- Self evaluation, management skills;
- Insight into people and human sciences;
- Report writing skills, project management skills;
- How to ensure skills transfer.

Of the practitioners who were on courses, 51% have their fees paid by their companies whilst 8% have to pay their own fees.

46% get time off from their work to attend courses while others study in their own time, during evenings or on Saturdays.

Concluding comment

Whilst practitioners were clear about the kind of skills they wished to develop, they were unable to articulate the kinds of support they would like in their courses.

None of the practitioners mentioned teaching skills. This could have been influenced by the fact that the tool did not allow for probing into the methodology they use to teach. In further research we need to probe their teaching skills. However it is important to take cognisance that 'on the job' support was requested by 38% of practitioners to compliment the training they receive by providers or institutions.

RESPONSIBILITIES UNDER THE FOUR BROAD CLUSTERS OF AN ETDP PRACTITIONER

Here we asked practitioners to list their responsibilities under the four broad clusters of an ETDP practitioner as follows:

- Training
- Management
- Design
- Assessment

Most practitioners were not aware of the four broad clusters of an ETDP practitioner as defined in the Qualifications for Occupationally Directed Education, Training and Development Practitioners document commissioned by the Standards Generating Body, Pretoria 2001. However they described their responsibilities from their job descriptions and experience.

TRAINING

All the facilitators were able to list their responsibilities as trainers. These included carrying out a needs analysis, planning training schedules, gathering materials, and aligning the to SAQA requirements. There was hardly a mention of designing materials.

In terms of needs analysis practitioners said:

- 'Do needs analysis'
- 'Define needs.'
- 'Programmes are designed according to learner's needs.'
- 'Address or satisfy needs.'
- 'Know my audience before planning.'

In terms of planning they said:

- 'Plan dates and training material.'
- 'A daily and weekly plan of my lessons.'

'Design a course, present, draw timetable organise venue.'
'Preparation.'

In terms of teaching they said:

'Teach basic plumbing.'
'Sustain plumbers.'
'Encourage co-operation among learners.'
'Group training and one to one training.'
'Taking students from no accounting knowledge to employability.'
'Informal approach to teaching.'
'Creativity in taking people from the known to the unknown.'
'Use self directed learning and don't spoon feed.'

In terms of designing materials they said:

'Deliver the course based on existing courses.'
'Look into the prescribed books to see how I could utilise my time in preparation for my courses.'
'We are bound by the syllabus so we should work within that framework. Through computer programme I train them to be excellent in reading in order to improve their competence and comprehension.'
'Align processes according to SAQA and SETA.'
'Develop competence profile for each job and design training.'
'Develop materials that relate to work activities of learners.'

The comments made by practitioners reflect a fair understanding of the process of training.

Management

Practitioners who were already in a management post spoke about their managerial roles from their job descriptions. Some were managers in training whilst others managed their own sections. Training managers described their managerial roles as follows:

- 'Co-ordinate implementation of the programme.'
- 'Co-ordinate programme activities in my department.'
- 'Draw an annual programme.'
- 'Prepare a work skills plan.'
- 'Keeping records, tests register assignment. Managing classroom to instil discipline.'
- 'Plan material and identify needs, quality assurance and self-evaluation.'
- 'Organise and manage training.'
- 'Organise and manage the development of materials in consultation with management and workers.'
- 'Supervising junior lecturers and handling marks for Business Studies.'
- 'All training media are prepared, dissemination of information and identifying audience, organise venues and focus on outcomes.'
- 'Balance theory with practice.'
- 'Always monitor individual progress.'

Other managers listed the following general responsibilities:

- 'Get quotation for alterations.'
- 'Delegate duties.'
- 'Inspection.'
- 'Ensure final payment.'
- 'Help in policy development of the institution.'
- 'Follow up completed job.'
- 'Manage IT and business Dept'.
- 'Planning of department activities.'
- 'Manage regional managers.'
- 'Manage 64 stores.'

One practitioner stated that 'management is the duty of the training co-ordinator.' None of the practitioners mentioned financial management, which should be a responsibility of a training manager. In further research we need to probe financial management further.

Designing courses

68% of practitioners described their role of designing courses as one, which required adapting rather than writing their own materials. In their own words:

- 'Design plumbing material from other manuals.'
- 'Based on e xisting courses but also design own materials.'
- 'Find suitable material for training – not too much theory and have these copied.'
- 'Textbooks for reference.'
- 'Realign/redesign modules.'
- 'Modify and change course if necessary.'

Two facilitators included the identifying of instruments to use and taking learners on tour to see or observe things they learn as part of designing materials.

Four facilitators however design their own modules:

‘Own modules through help of the library resources and logbooks.’

‘Design drawing courses.’

‘Design my own modules, which will lead to development of the whole programme.’

Design own course but exams still external

Another four facilitators confessed that they play a minimal role in designing materials:

‘Don’t design materials.’

‘Course is designed we just deliver.’

‘Course design is with top management. It is still an open process of developing our own course on languages.’

‘College provides module and I just present the course.’

ASSESSMENT

Most facilitators understood their assessment role as one of administering tests, exams and setting assignments. In their own words:

‘Oral and practical tests.’

‘Assignments, test.’

‘Computer based testing/examination.’

‘Exams tests and homework.’

‘Practical tests, case studies, oral work, role playing, assignments, 3 tests per semester and national exams.’

‘Continuous assessment as outlined in the OBE policy.’

One facilitator spoke about ‘on the job assessment.’ whilst another spoke about ‘advising and asking questions while training on job.’

Another referred to assessment as developmental ‘correct work as they advance and do assessment to improve work.’

One also included monitoring of learners’ business after graduation as part of assessment. ‘Projects monthly tests and exams. After graduation through monitoring of their business.’

Concluding comment

Most of the comments made by the sample of practitioners on assessment list assessment types; these comments don't display any understanding of the assessment process. This shows a need/ gap which future courses should address.

The practitioners described their roles from their present job descriptions rather than from an understanding of the four broad cluster roles as defined by the Qualifications for Occupationally Directed Practitioners. Most significantly, designing courses for them translates to adapting or photocopying materials.

SKILLS TO DEVELOP/KNOWLEDGE TO ACQUIRE

Practitioners identified gaps in their facilitation skills, materials design skills and knowledge of accreditation procedures, assessment strategies and management skills as follows:

In terms of facilitation

- 'Facilitation, adult learning and remedial skills, counselling and motivational skills, computer skills.'
- 'Course design, pair work.'
- 'Theories of learning, course design, learning and training strategies.'
- 'Facilitation, assessment and course design.'
- 'Implementing methods and principles of training.'
- 'Training methods.'
- 'Facilitation, group work and assessment.'
- 'Theories/methods of teaching, correct way of constructing a work plan, presentation.'
- 'Facilitating group work and presentation.'
- 'Training methodologies.'
- 'Theories of how adults learn.'

In terms of designing a course

- 'Designing of a course, recruitment and selection skills, strategic development, financial skills.'
- 'Design own course, facilitation.'
- 'Methods of designing training manuals.'
- 'Designing courses for beauty therapy people and communication skills.'
- 'Preparation of lessons.'
- 'Facilitation, strategic planning for development and training, assessment and action learning, course design.'

In terms of accreditation/assessment

- 'Facilitating group work, assessment skills, knowledge of economics, entrepreneurial skills and training.'
- 'Facilitation, assessment, designing own course.'
- 'Strategic management, assessment and follow up on products of our training and course design.'
- 'Different assessment methods, implementation strategies and design methods.'

‘Accreditation procedures.’

‘Assessment skills.’

‘Accreditation procedures.’

In terms of management skills:

- 'Marketing, management, computer programming.'
- 'Managerial and facilitation skills.'
- 'Holistic view of management functions.'

In terms of other skills:

- 'How to handle disputes – all labour related issues. Basic accounting.'
- 'Understanding business and business practices and human dimension.'
- 'Recruitment skills and industrial relations exposure.'
- 'Theory of HR.'
- 'Better social perspective.'
- 'Theoretical approach to human relations.'
- 'Designing/developing exams which will be internationally accredited.'
- 'To be extremely familiar with linguistics.'
- 'Methods of research.'

Concluding comment

Practitioners have identified the need to develop innovative facilitation skills, to become knowledgeable about accreditation procedures, to design courses and to be able to use varied assessment strategies.

WORK GOALS

Of the 19 practitioners presently on course, 6 (32%) are doing a management course, 3 are doing a Human Resource Diploma, 1 is doing a Masters degree, 1 a BEd and the remaining 9 are doing in house courses which are related to training.

A substantial number of practitioners in this sample seem to aspire to management, but they have not received adequate initial training in facilitation/learning mediation. They enrol in courses to acquire management expertise, but will never really learn properly how to be facilitators / mediators of learning. This does not augur well because facilitators/ mediators are the people who have the most direct impact on learners.

When asked whether they see their future in their current jobs the responses were varied. Practitioners who have been in a managerial position for some time felt that they reached their peak and would continue in their jobs. In their own words:

- 'Reached the highest point and I enjoy my work'
- 'Can't get any further. More senior specialist than the rest of the guys.'
- 'I am at a more senior position. Grow in my job sideways. It is more of personal development for both learners and me.'
- 'Yes there is much to do. I am at the top but it can be widened and get better. The goal is to make it wider.'

Some practitioners intended to move up the ladder in their own jobs:

- 'Yes to become a training manager.'
- 'Development of labour related skills. Widening of capacity and expansion of provision. Expansion of personal capacity.'

'Yes. As someone who is positive, I have future regardless of the fact that institutions are merging.'

'Yes but I don't want to be taken out of a classroom. The fact that I am involved in curriculum development makes things uncertain though.'

'Yes, but towards retirement (8 years more). No ambition to change position.'

'Yes. If I could move to a most senior position (principal) but I also want to be self employed or be a business manager.'

'Yes. Through studying I can get promoted.'

'Yes. Personal development is allowed unless I reach a cul de sac, I will have to move.'

'Yes want to move to the training management position.'

'Provided I get material on training and equitable salary.'

'Quite happy in the current position.'

'Yes want to make a difference if I could be promoted to senior lectureship. If I leave this institution then I will join another tertiary institution.'

Others felt that they would like to move from their present jobs and provided reasons such as no opportunities for promotion, the need to be self employed and better opportunities in other fields. In their own words:

'No, I want to be self-employed and improve my existing skills.'

'Want to join the corporate world not specifically through information technology but training or motivating people.'

'No I have been here for 5 years without promotion. I can have future outside and become a beauty therapist or end up teaching this course.'

'No. Since my appointment I have been on contract. Give a chance somewhere I will start my own business.'

'Thinking of joining the private sector and falling under the field of training.'

'No. There is no quality control/assurance. You have to wait until someone resigns or passes away before you get promoted. Government's attitude towards educational staff is very hostile. I want to explore with other institutions.'

'Yes. Being a good trainer. If there might be opportunities outside (in the ABET field), I will move.'

'Not too sure due to the declining demand on IT. Looking into Project Management outside the company. Seeing myself as a change agent.'

'Maybe after completing my MBA.'

'There is no corporate ladder for my job. Foschini is on a process of being accredited as a training provider.'

'Yes, as a training manager. There are also opportunities outside ISCOR.'

'Yes but I want to provide training outside ISCOR.'

'There is future unless ISCOR outsource training in general. There is no personal development though. I am moving because of a better offer.'

'Yes. To approach training differently and take it to the advanced stage. If there is an opportunity outside I might consider leaving.'

'Yes. Being a senior lecturer in order to motivate black students because they need us as black lecturers. If there is an opportunity for me outside as an accountant then I might consider leaving this institution.'

'No. Our department is very small and some people are not earmarked for senior posts. I don't also have future in other jobs because of my age.'

'Yes. To make a difference for the disadvantaged learners. I also want to make a complete change of career by moving to movie or arts or be a consultant.'

'No. This is my fourth year without promotion.'

'No. Promotion is very difficult to attain because management don't appreciate people who criticise them. I am frustrated here and I am just waiting for opportunities to open up somewhere. Even though I am not empowered to take decisions I still explore my creativity.'

‘Yes, but there is a lot of temptation outside.’

One facilitator felt that the question was unfair to answer because

‘I am still new. The SAP itself provides more opportunities inside and outside the organisation.’

It is interesting to note that those wanting to leave are mostly from the Colleges and from Eskom where they see no chances of promotion and feel a sense of stagnation.

Concluding comments

Practitioners work goals fall under three categories: those who have reached their peak and will stay in their jobs till retirement, those who intend moving up the ladder in their jobs, those who see very few opportunities in their own jobs and will move if an opportunity presents itself. Those who will stay in their jobs till retirement are nevertheless interested in broadening their skills. Those going up want management training, and the third category are diverse.

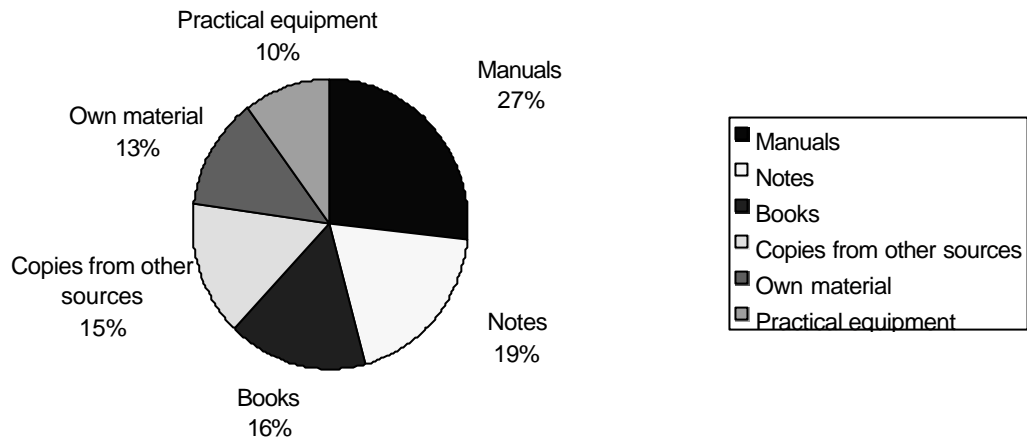
TRAINING EXPERIENCE

MATERIALS USED

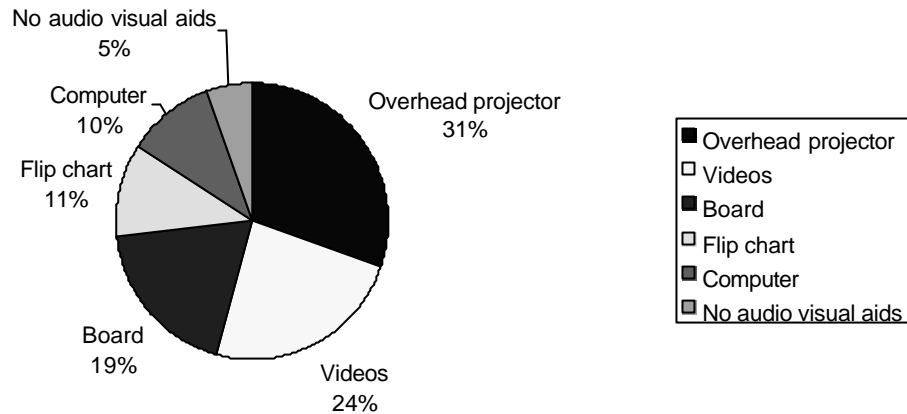
Facilitators used a combination of materials ranging from manuals, notes, books and photocopied notes. 27% used their own materials. The majority of facilitators (86%) used audio visual aids to supplement the written materials. The most popular audio visual aid used was the overhead projector followed by the use of videos. In some sectors where learners were taught how to repair equipment practising on the equipment played a major role in the training.

The graphs below provide a breakdown of the materials used and a breakdown of audio visual aids used:

Materials used for training



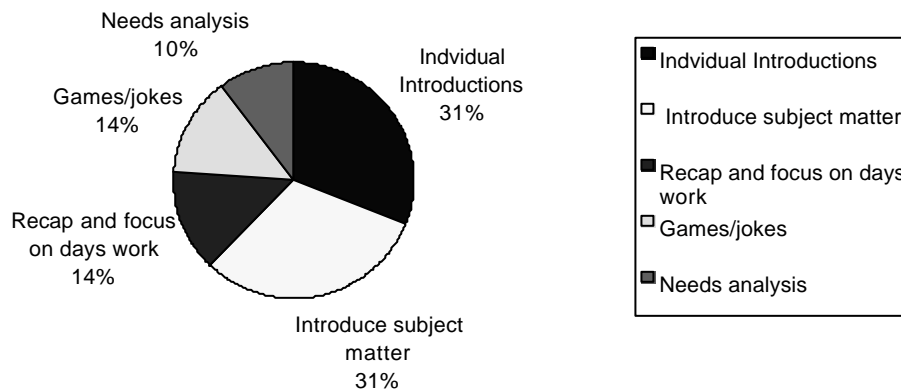
Audio Visual Aids Used



START OF FACILITATION

Facilitators use a range of methods such as individual introductions, recap, games/jokes and needs analysis. Below is a breakdown of the methods used:

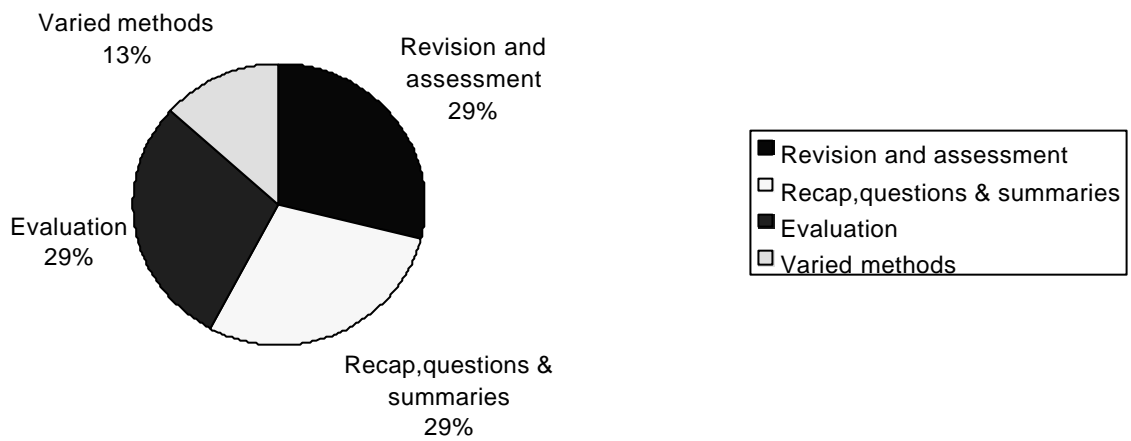
Strategies used to start facilitation



END OF FACILITATION

When ending session facilitators again used a range of methods from revision, assessment, recap, take questions and summarise to evaluating the session. The graph below provides a breakdown of the methods used:

Strategies used to end facilitation



Facilitators each identified a range of weaknesses such as being overemotional, too lenient, forgetful, having a soft voice, not being able to follow up training, not being able to use varied assessment strategies, not having enough knowledge of subject matter, not having patience with learners and insufficient training with regards to adult education.

In terms of strengths 35% identified communication skills as their strengths. 24% identified human relations, 16% identified understanding and patience. Other strengths were innovation, practical training, maintaining discipline, creativity, understanding people's needs, highly organised and committed.

41% of facilitators offer courses which are accredited, 27% offer courses that are not accredited, 16% didn't know whether the courses they offer are accredited or not while 5% were in the process of accrediting courses. It appears that those who do the accreditation are not necessarily the trainers, and do not inform the trainers. Trainers should be equipped with knowledge of the accreditation status of the courses they are teaching.

The graphs demonstrate that the practitioners have, at least theoretically, a reasonable level of proficiency in training.

Concluding comment

Practitioners use a combination of print materials and audio visual aids for training. As we have not observed practitioners it is not possible to say how effectively these are used. They also seem to use different strategies to start and end their sessions but again we haven't observed these. It is significant to note that 27% do not offer accredited courses and that 16% didn't know whether their courses were accredited. This lack of accreditation status or lack of knowledge about accreditation status is disempowering for trainers.

UNDERSTANDING THE ROLE OF THE SECTOR EDUCATION AND TRAINING AUTHORITY (SETA)

71% of facilitators said that they understood the role of the SETA. Their understanding varied as follows:

24% understood the SETA as a skills development agency, and 11% understood the SETA as a co-ordinator of different industries of the same sector. 16% saw it as maintaining standards and accreditation of courses. Other understandings included acknowledging companies for putting emphasis on skills development, course relevance and needs analysis and training of the trainer. 21% of practitioners did not know of the existence of the SETA.

Concluding comments

Most practitioners have a fairly good understanding of the role of the SETA. However it is important to note that 21% did not know that the SETA existed. Again policy issues don't seem to filter through to practitioners.

WRITING TASK

In this section we asked practitioners to describe in writing how they would ensure that learners are able to use what they learnt in the training in their work place.

Some practitioners described what they would do in point form whilst others wrote in paragraphs

Examples of point form writing:

A.

1. Trade Test Result (competent or N.Y.C)

If the learner is found N.Y.C at the trade test I will know immediately how effective my course was.

2. Marking Sheets

While learners are attending courses we evaluate them according to marking sheets. (a sheet that points out every item that will be checked and how many points it values)

3. Plant Tests

After learners finished their training at the training centre they go to the plant where the superintendent also check whether they can be able to use the knowledge they acquired. If not they send him/her back for re training.

B.

Basic steps

1. Keep the syllabus or the learning content relevant to what industry and in line with the needs of the students.
2. Regular contacts/communication between the education providers and potential clients is needed.
3. The responsibility of education should be a shared one i.e. between employers, parents and government(lecturers)

C.

- Research (lecturer and students)
- Relating to the real life situation
- Giving projects that relate to practical work situation
- Involving the students in market research of the college.

Examples of paragraph writing

D.

Student support system and a programme designed to address or assist students at the college with issues or problems related to communications and life in general. The programme aims to equip the students with basic communications and life skills.

The outline of our programme includes within communications; writing, reading, speaking and listening skills i.e grammar and vocabulary. In life skills the programme entails the following; motivation, career guidance, computer literacy, multiculturalism, Group management, Stress and Conflict management and Business Etiquette.

The programme has thus being designed to meet the demands of the labour market out there. Student graduating from this programme can as a result be considered competent and ready, self – sufficient products that can meet the requirements of the labour market.

E.

The training of a draughtsperson is done in a very logical sequence. It is done according to the sequence of the construction of the work being done. When the draughtsperson returns to his or her workstation they will be able to do the tasks with the information they have received.

F

I give the trainer the theoretical lesson and the practical in ones. The practical lessons are efficient because there are less comebacks and the quotation ask from the workers get less to do the job. The quality of work improved. The clients are more satisfied

Concluding comment

The writing task indicates that most practitioners are able to write fairly well in English. The few who struggled do not have English as their first language.

KEY FINDINGS

The purpose of this section is to highlight the strengths and weaknesses of practitioners as they emerged from the research and then in the following section to recommend ways of addressing weaknesses.

The key findings are that:

- 39% of the sample of practitioners do not have any professional qualifications whilst 9% have been trained only through a short training course. The remainder have professional qualifications, which do not demonstrate the emergence of any pattern but that the qualifications are disparate, and not particularly directed to their teaching needs.

The most popular type of course was the sort 'Train the Trainer' intervention, probably because practitioners received practical skills which they could implement immediately. Other courses that practitioners found valuable were those that helped them to understand new policies in relation to the South African Qualifications Authority. (It must be said, however, that understanding policy issues does not necessarily mean that practitioners become better and more effective.)

- Practitioners who are on courses presently have chosen courses in either the management or human resource development field. This is probably because of the (perceived) promotion possibilities related to doing these courses. While internal courses are provided by Eskom, Diskom and Anglo Platinum, other practitioners have enrolled with such institutions as Damelin and RAU. By and large the courses are accredited by the providing institution.
- Whilst practitioners were clear about the kind of skills they wished to develop, what did not emerge very clearly from the data was practitioners' understanding of their own teaching and which particular teaching skills they needed to develop. The tool should be adapted to include questions on the teaching methodology used by practitioners to determine what kinds of teaching skills they need to develop. They were unable to articulate the kinds of support they would like in their courses, expressing it in rather vague ways as the need for 'on the job' support.

Significantly, practitioners appear to have a limited understanding of the role cluster, 'design'. Very few practitioners talk about designing their own materials; they talk mainly about using and adapting existing materials. In addition, there appears to be a limited understanding of assessment. Practitioners in this sample are able to list different types of assessment but do not understand the process of assessment or how teaching and assessment relate to each other.

- In terms of training skills, practitioners have identified three key areas in which they would like further development. The five areas are:
- ◆ Development of innovative facilitation skills;
 - ◆ Development of a theoretical understanding of how adults learn;
 - ◆ Development of skills to design courses;
 - ◆ Ability to use varied assessment strategies including a clearer understanding and to carry out work place assessment;
 - ◆ Knowledge of accreditation procedures so that they could move towards accrediting the courses they provide.

What this list indicates is that the practitioners know what they need. The rest of our profile as well as the other research that we did helps us interpret this bald statement of needs, and explain in more detail what the implications are for the design of courses.

In conclusion, what our research uncovered is that the methods of training are currently haphazard, and that they have left practitioners needing more theory and more depth.

What our research has not indicated, however, is any sense of how the initial or ongoing professional training for ODETD practitioners ought to be organised. We did ask the question 'What is the most effective way of training ODETD practitioners?' As indicated below, the development of a framework for the training of ODETD practitioners should be the topic of a much broader investigation.

RECOMMENDATIONS

The purpose of this report is to use the information collected to help make decisions about professional training needed for ODETD practitioners.

In the light of the above findings from the sample of practitioners and keeping in mind the roles of educators as described in the *Norms and Standards for Educators* as adapted by field 5 on the NQF, the following recommendations are intended to help make decisions about the professional development of ODETD practitioners.

FROM BEING FACILITATORS TO BECOMING LEARNING MEDIATORS

The tool that we used did not probe in great detail the kinds of facilitation skills practitioners used; for example, we did not establish whether trainers value individual and group activities as a teaching and learning method. Most of the comments made by the sample of practitioners suggest that they feel comfortable that they have facilitation skills, but they did not specify the methods they used.

Contemporary theories around teaching and learning strongly advocate that there should be a shift from merely facilitation to becoming a learning mediator. According to Burge, E.J.et.al "a good facilitator focuses on both the task and social aspects of learning and on its components and ongoing dynamics, does not work to be the visual or verbal centre of the learner's learning world, and ensures that any action avoids blocking the adult's intrinsic motivating needs to feel competent and connected."⁷ The implications of what Burge says is that the practitioner is able to intervene in the teaching and learning process in a way that enables learners to make a shift without feeling hampered. This might imply that the facilitator needs to work quite closely with the practitioner to reduce task complexity, provide some structure and reduce frustration.

We suspect that the kind of training most practitioners went through would probably not have assisted them in becoming learning mediators in the sense described above. If a course is too short and concentrates merely on practical skills, it will be unable to achieve a shift initially from training in transmission mode, to facilitation, and finally to fully fledged learning mediation. In order to develop practitioner's skills as learning mediators, there is need for considerable depth of approach. We therefore recommend the following three aspects to be considered when designing courses to develop trainers as learning mediators:

Knowledge of learning processes - how to motivate learners; understanding of common barriers to learning and common causes of success or failure in learning processes, and ways that these problems can be overcome. A theoretical understanding of how adults learn is necessary so that practitioners can help their learners overcome problems in an effective manner.

Teaching skills - management of the classroom; use of key teaching approaches and strategies and adjusting these strategies when teaching in individualised, small or large and diverse groups, and in different educational, cultural, gender, ethnic and language contexts; use of media such as blackboards, charts, overhead projectors, computers, video, newspapers and magazines, as well as relevant presentation skills for use of these media.

Language - practitioners need to be able to respond to the linguistic and cultural diversity of South Africa's population, having proficiency in more than one official language and some level of competency in English. (most practitioners in this research demonstrate proficiency in English but not in other official languages).

⁷ Burge,E J., Laroque,D.,and Boak,C 2000. *Baring Professional Souls: Reflections on Web Life*. *Journal of Distance Education*.Vol.15, No 1, p.87.

FROM ONLY USING AVAILABLE MATERIAL TO BECOMING DESIGNERS OF LEARNING PROGRAMMES AND MATERIALS

In terms of designing courses, current practice is to use available materials. Hardly any of the practitioners are able to design learning materials for their training. This is due to a lack of understanding of what is expected when designing curriculum. The SAQA document *The National Qualifications Frameworks and Curriculum Development* quotes a definition of curriculum from Ian Bellis:

Curriculum then has to do with:

- Determining the purpose and values of the learning
- Analysing the needs and nature of the learners
- Deciding on the outcomes or learning objectives
- Selecting the content, the subject matter that will support achieving the outcomes
- Deciding on the activities, the methods and media for teaching/training and learning
- Planning how assessment will be done
- Planning how the overall effectiveness of the delivery of the curriculum will be evaluated⁸

In the light of this definition, course providers should give attention to developing practitioners' understanding of what makes up a curriculum especially in terms of developing content as well as teaching, learning and assessment processes so that they begin to design and not only rely on available materials. Even if in the end they evaluate and select existing materials as most suitable for their course, knowledge of curriculum will assist them in making the judgement and using the materials effectively.

In terms of deciding on outcomes, practitioners also need to be kept informed of standards set by South African Qualifications Authority (SAQA) so that policy issues inform the materials they design. The *Norms and Standards Educators* also places emphasis on the role of educators/practitioners as one of being an *interpreter and designer of learning programmes and materials*. To fulfil this role we recommend that practitioners be provided with an understanding of what makes up curriculum.

The courses that practitioners provide need to be accredited according to SAQA requirements. Currently practitioners do not have this knowledge. Courses directed at ODETD practitioners need to provide guidelines that practitioners can follow to accredit the courses they run in their various contexts.

⁸ Guidelines for Programme development for Occupationally-directed Education Training and Development Practitioners. Prepared for the Labour Market Skills Development Programme of the Department of Labour. SAIDE, p.4.

FROM USING CONVENTIONAL ASSESSMENT STRATEGIES TO USING INNOVATIVE AND INTEGRATED STRATEGIES

In terms of the Curriculum Framework developed for project 3 of the Labour Market Skills Development Programme:

One implication of the change in thinking regarding assessment is that the training of assessors will become a significant need. Another implication is that, as the unit standards and assessment in terms of those unit standards, become central to the learning programme, all practitioners should develop understandings of assessment, as taking this perspective enhances the effectiveness of teaching and mentoring.

An approach focused on competence involves commitment to integrated assessment. In other words, when assessing for competence there is a need for an approach which assess the whole performance of a learner, not simply 'bits' of performance.

This framework envisages a portfolio-based assessment process for learnerships, both generally and for occupationally-directed practitioners. By a 'portfolio' we envisage a file, a folder, a concertina file or a box file, into which, in a systematic way, are placed evidence related to the learning of specific outcomes. This will include material related to assessment in the workplace, notes of discussions, written assignments. Such a portfolio both provides evidence of learning, as well as serves as a resource for further learning.⁹

This extract indicates both the increased need for understanding of assessment, and the aspects of the new approach assessment required by the new qualifications; for example, integrated assessment, which demands the demonstration of the achievement of competence (not simply isolated bits of knowledge, or discrete skills) at the end of programme.

The responses of the practitioners in this survey indicated a lack of grasp of the assessment process as a whole, as well as an anxiety about accreditation for their courses. Anxiety about accreditation policy can prevent due attention to the assessment process, whereas if practitioners really understood the assessment process and were able to do it, accreditation would be understood correctly – merely as a way to demonstrate your good practice.

In the light of the above and in terms of the findings where practitioners identified the need to develop their assessment strategies it is imperative that courses for practitioners build innovative assessment skills. This can be done by teaching but more effectively by assessing practitioners doing the course in innovative ways so that they have a sound understanding of both the theory and practice of assessment strategies.

USE OF THE PROFILE TOOL

⁹ Guidelines for Programme Development for Occupationally-directed Education and Training Practitioners, prepared for the Labour Market Skills Development Programme of the Department of Labour. SAIDE, February 2001,p.20

We also recommend that providers use the Profile Tool to determine practitioner needs before putting together a training course. It is important that the needs of the practitioners be addressed so that they become effective practitioners who develop their learners.

FURTHER RESEARCH

We also recommend further research into optimal pathways for practitioner training and the continuing development of practitioners – a coherent framework for the practitioner training and development. Current provision is not sufficiently well organised.

WAY FORWARD

There is a great need for the development of good training programmes for Occupationally Directed ETD Practitioners, as more emphasis is placed on occupationally directed learning.

SAIDE feels that, given our specific strengths, and given the needs of OD practitioners, we can most appropriately play a role in supporting the development of practitioner courses focused on the following: course design, learning materials design, and assessment.

We have targeted key groups of people who run training for OD Practitioners, whom we will approach with a view to assisting them with the design on an on-going training programme for these educators, in the roles identified above. We will approach:

- The Department of Labour (as it was running a programme for the upgrading of OD Practitioners)
- Various SETAs, to ascertain what programmes they have in place, if any, for the upgrading of practitioners
- Eskom, as they train their own practitioners
- Inprov - the Independent Providers Association, to ascertain which of their members might benefit from a partnership with SAIDE in course design for practitioners.

APPENDIX A

PROFILE INTERVIEW TOOL OCCUPATIONALLY DIRECTED EDUCATION TRAINING AND DEVELOPMENT PRACTITIONERS

The aim of the tool is to determine the needs of Occupationally Directed Education Training and Development Practitioners (ODETDP).

This interview schedule is made up of the following sections:

- Section A: Personal Information
- Section B: Courses/qualifications obtained
- Section C: Current Employment
- Section D: Work Goals
- Section E: Language competency
- Section F: Training Experience
- Section G: General
- Section H: Writing task

THE INTERVIEW WILL BE CONDUCTED BY A RESEARCHER ON A ONE TO ONE BASIS.

SECTION A: PERSONAL INFORMATION

*In this section we ask for practitioners personal details.
We require this information to know who they are.*

Name and surname : (fill in only if you feel Comfortable)	
Age:	
Please cross the appropriate box Male <input type="checkbox"/> Female <input type="checkbox"/>	
Do you have any disabilities, which require special arrangements? Please explain.	
Nationality:	
Postal Address:	
Telephone No:	
Cell Number:	
Fax No:	
E-mail address:	

SECTION B: COURSES/QUALIFICATIONS OBTAINED

In this section we ask practitioners to think back on the courses they may have done, list these and then reflect on which one they found useful or not useful. The information will help us to determine whether the courses met the practitioner's needs.

1. In the table below list courses/qualifications you obtained, year in which you obtained the qualification and the name of the provider.

Course	Provider (College/Company/University)	Year

2. Which one of the courses did you find most helpful?

3. Please explain why you found this course helpful.

4. Which course was the least useful?

5. Explain why this course was the least useful.

SECTION C: CURRENT EMPLOYMENT

This section helps us to understand the demands and responsibilities of practitioner's present position

6. Describe your current employment.

Present employer:	
Present position/job held:	
Date of appointment: Purpose of job <i>(here you need to explain how your job fits into the organisation as a whole)</i>	
Describe your responsibilities under the four broad roles of an ETDP practitioner as follows:	
Training:	
Management:	
Design:	

Assessment:	
Administration:	
Describe the skills required for this job:	

SECTION D: WORK GOALS

In this section we ask questions about practitioners work goals and expectations of the course to assess the extent to which the course meets these needs.

7. Do you see your future in your current position? (example promotion as a manager, human resource development, skills development facilitator).

8. Are you on a training course?

9. If yes please give the name of the course and the name of the provider.

10. Please describe the above course by ticking or writing in the appropriate box.

Course Duration	1 – 2 days	1 week	2 weeks	More than 2 weeks
Course Accreditation	Accredited by:	Not accredited	Accredited on level:	
Training methodology	Facilitated workshops	Seminars	Lectures	Other

11. Is your company paying for the course or are you paying for the course?

12. Do you get time off to attend the course? Please explain your answer.

13. How do you think completing this course will help you in your work goals?

14. What kinds of learner support/skills development do you expect/need in your course? Please tick the appropriate column.

Research skills	
Reading skills	
Writing skills	
Computer skills	
Entrepreneurship	
Life skills	
On the job support	
Other (specify)	

15. What practical work would you expect in the course? (for example use of computer, overhead projector, whiteboard, video machine)

16. What skills do you need to develop from this course?(for example facilitating group work, pair work, assessment skills, designing a course).

17. What knowledge do you need to acquire from this course? (for example theories of how adults learn, curriculum planning, different assessment strategies, accreditation procedures, theories of learning generally)

SECTION E: LANGUAGE COMPETENCE

This section helps us to understand the English and other language competence of practitioners. When reviewing courses we can determine whether language is a barrier to learning.

18. Please evaluate your English language competence.

Skill	Excellent	Good	Satisfactory	Unsatisfactory	Poor
Reading					
Writing					
Comprehension					

19. Please evaluate your Sesotho language competence if applicable.

Skill	Excellent	Good	Satisfactory	Unsatisfactory	Poor
Reading					
Writing					
Comprehension					

20. Please evaluate your IsiZulu language competence if applicable.

Skill	Excellent	Good	Satisfactory	Unsatisfactory	Poor
Reading					
Writing					
Comprehension					

21. Please evaluate your Sepedi language competence if applicable.

Skill	Excellent	Good	Satisfactory	Unsatisfactory	Poor
Reading					
Writing					
Comprehension					

22. Please evaluate your IsiXhosa language competence if applicable.

Skill	Excellent	Good	Satisfactory	Unsatisfactory	Poor
Reading					
Writing					
Comprehension					

23. Please evaluate your Setswana language competence if applicable.

Skill	Excellent	Good	Satisfactory	Unsatisfactory	Poor
Reading					
Writing					
Comprehension					

24. Please evaluate your Xitsonga language competence if applicable.

Skill	Excellent	Good	Satisfactory	Unsatisfactory	Poor
Reading					
Writing					
Comprehension					

25. Please evaluate your Tshivenda language competence if applicable.

Skill	Excellent	Good	Satisfactory	Unsatisfactory	Poor
Reading					
Writing					
Comprehension					

26. Please evaluate your IsiNdebele language competence if applicable.

Skill	Excellent	Good	Satisfactory	Unsatisfactory	Poor
Reading					
Writing					
Comprehension					

27. Please evaluate your Siswathi language competence if applicable.

Skill	Excellent	Good	Satisfactory	Unsatisfactory	Poor
Reading					
Writing					
Comprehension					

28. Please evaluate your Afrikaans language competence if applicable.

Skill	Excellent	Good	Satisfactory	Unsatisfactory	Poor
Reading					
Writing					
Comprehension					

SECTION F: TRAINING EXPERIENCE

In this section we elicit information about practitioners training skills.

29. What are your strengths as a trainer?

30. What are your weaknesses as a trainer?

31. Briefly describe how you usually start your facilitation sessions.

32. Briefly describe how you end your facilitation sessions.

33. Do you use audio visual aids such as the overhead projector, videos, tape recorders in your training sessions? Please tick the appropriate box.

Overhead projector	
Video	
Tape Recorder	
Other - please specify	

34. What materials do use in your training, for example textbooks, manuals designed by yourself, notes? List these below.

SECTION G: UNDERSTANDING OF POLICY ISSUES

In this section we elicit information about practitioners understanding of current NQF issues

35. Is the program/course that you present/provide accredited?

36. If yes with whom? How many credits and towards which career stream.

37. What do you understand the role of the Sector Education and Training Authorities (SETA) to be?

SECTION H: GENERAL

In this section we make space for the learner to provide any relevant information omitted by the questionnaire.

38. Do you wish to mention anything not included in this questionnaire?

SECTION I: WRITING TASK

This will be done on a separate piece of paper and handed in.

39. In a paragraph describe the steps you take to make sure that your learners are able to use what they learnt in the training in their work situation.