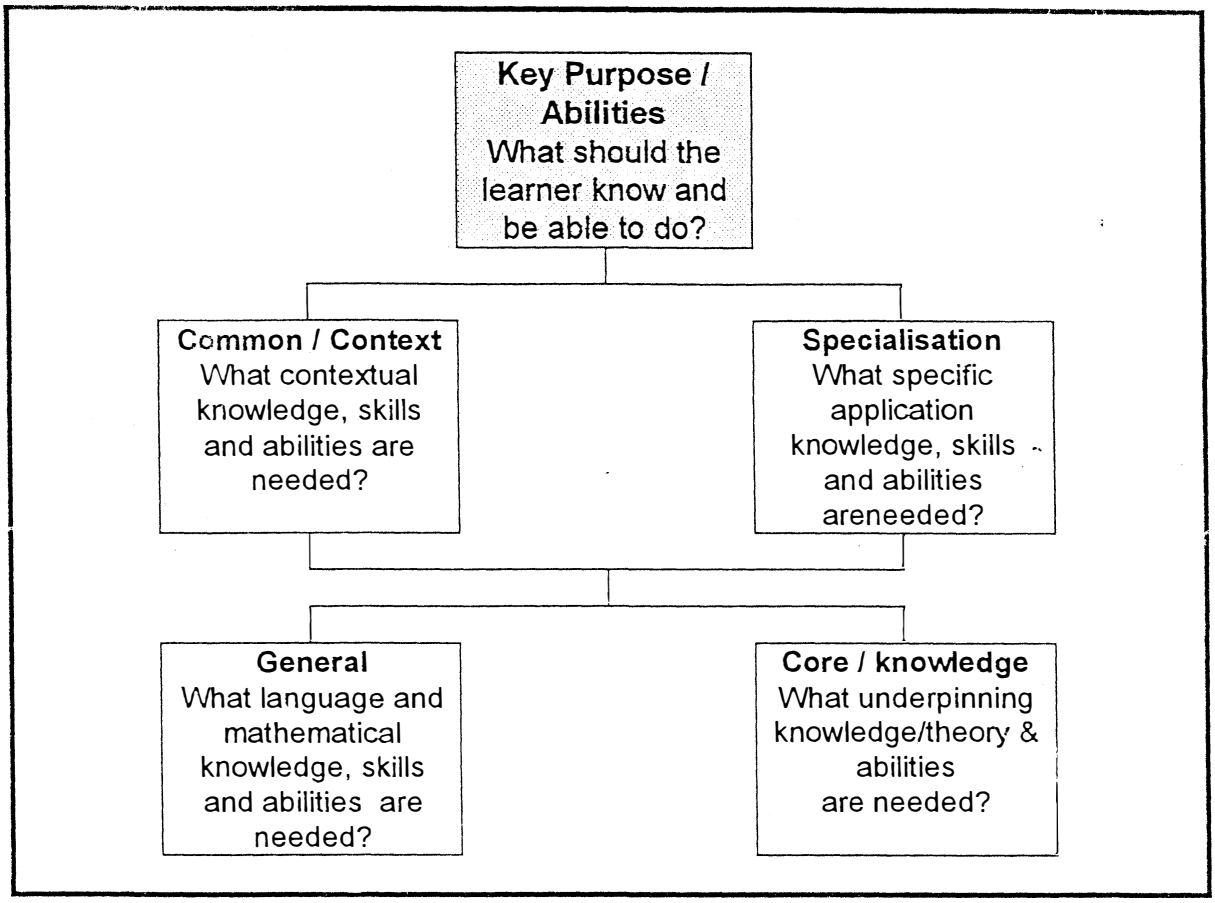
PROCESS FOR SETTING STANDARDS

STEP 1 : "GRASSROOTS" LEVEL (ie enterprise, institution, industry etc)
Identification of key purposes and associated abilities

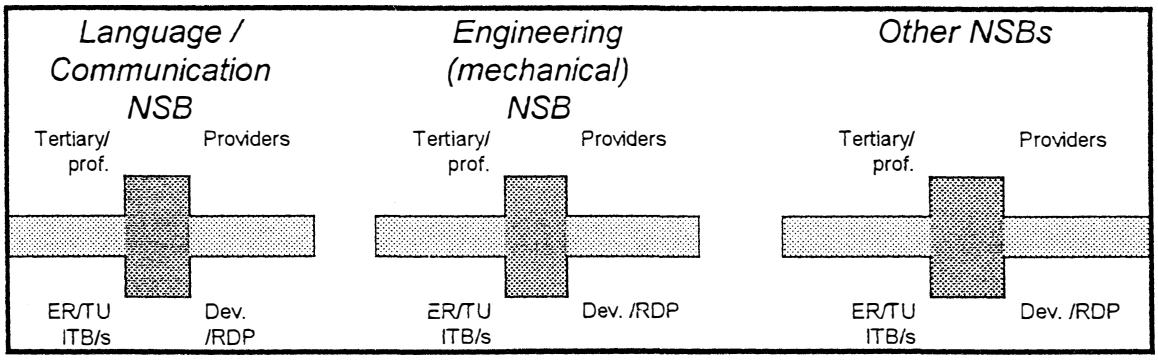


Step 2 : "GRASSROOTS" LEVEL
Write proposed standards in agreed format by matching with NQF content and ability grids

Qualification/ "job" elements	*Example*	*NQF Grid*
General	eg.Language / communication 2 Maths /computation 2	**Level of content and abilities** as measured on the NQF grid
Context	IR/effective citizenship 1	
Core	Engineering science/ analysis 2	
Specialisation	Hand/ power tools/using technology 1	

Step 3 : NATIONAL STANDARDS BODIES

Each "grassroots" standard should be submitted to the relevant NSB at which all relevant, interested stakeholders are represented.



Step 4 :
NSBs submit their proposed standards to SAQA

Outcome **statements published** for public comment by SAQA or the Interim NQF Group - and comment addressed by NSB

DRAFT CONTENT CLUSTERS

1. Human and Social Sciences
2. Natural Sciences
3. Language and Communication
4. Arts and Crafts
5. Business and Financial Services (Computing)
6. Agriculture (and Renewable Resources)
7. Social and Health Services
8. Education and Training
9. Law and Security
10. Utility Services
11. Engineering

DRAFT ABILITIES

1. Communication
2. Analysis
3. Social Interaction
4. Computation
5. Using Technology
6. Managing Resources and Information
7. Problem Solving
8. Values, Ethics and Aesthetic Response
9. Effective Citizenship
10. Connective Thinking

NQF Abilities

The working group identified the following core abilities to be included in the approach.

ABILITY	DESCRIPTION
Computation	This means the calculating, estimating, organising and interpreting of arithmetic and/or mathematical information, patterns and relationships.
Analysis	Clear and critical thinking based on the appropriate fusion of experience, reason, and training. This includes the locating, collating, organising, analysing, evaluating and generating of information.
Connective thinking	Taking multiple perspectives and articulating interconnections between and among diverse opinions, ideas, objects and beliefs on micro and/or macro issues. This includes thinking critically, creatively, reflectively and logically.
Problemsolving	Using analysis and connective thinking in identifying, describing, defining and redefining a problem. Inquiring, exploring, developing, testing, deciding and implementing innovative and/or original ideas.
Managing resources and information	Planning, scheduling, organising resources and information within the context of setting, evaluating and achieving realistic goals.
Using technology	Identifying, using, maintaining, developing appropriate technology and related knowledge and skills.
Communication	Being able to create shared understanding through listening, speaking, reading, writing and other appropriate forms of communication. This includes the seeking, questioning, receiving, clarifying and conveying of ideas, feelings, instructions and information.
Social interaction	Developing good relationships with others and working cooperatively to achieve common goals. Participating in a range of social and cultural settings.
Values, ethics and aesthetic response	Being reflective and empathetic in approaching value, ethical and aesthetic issues. This includes cognitive, affective and physical dimensions. Understanding the moral dimensions of decisions and accepting personal accountability for the consequences of decisions and actions taken in all facets of life.
Effective citizenship	Understanding and being sensitive to a variety of perspectives and experiences in making decisions within micro and macro political, economic, environmental and social contexts.

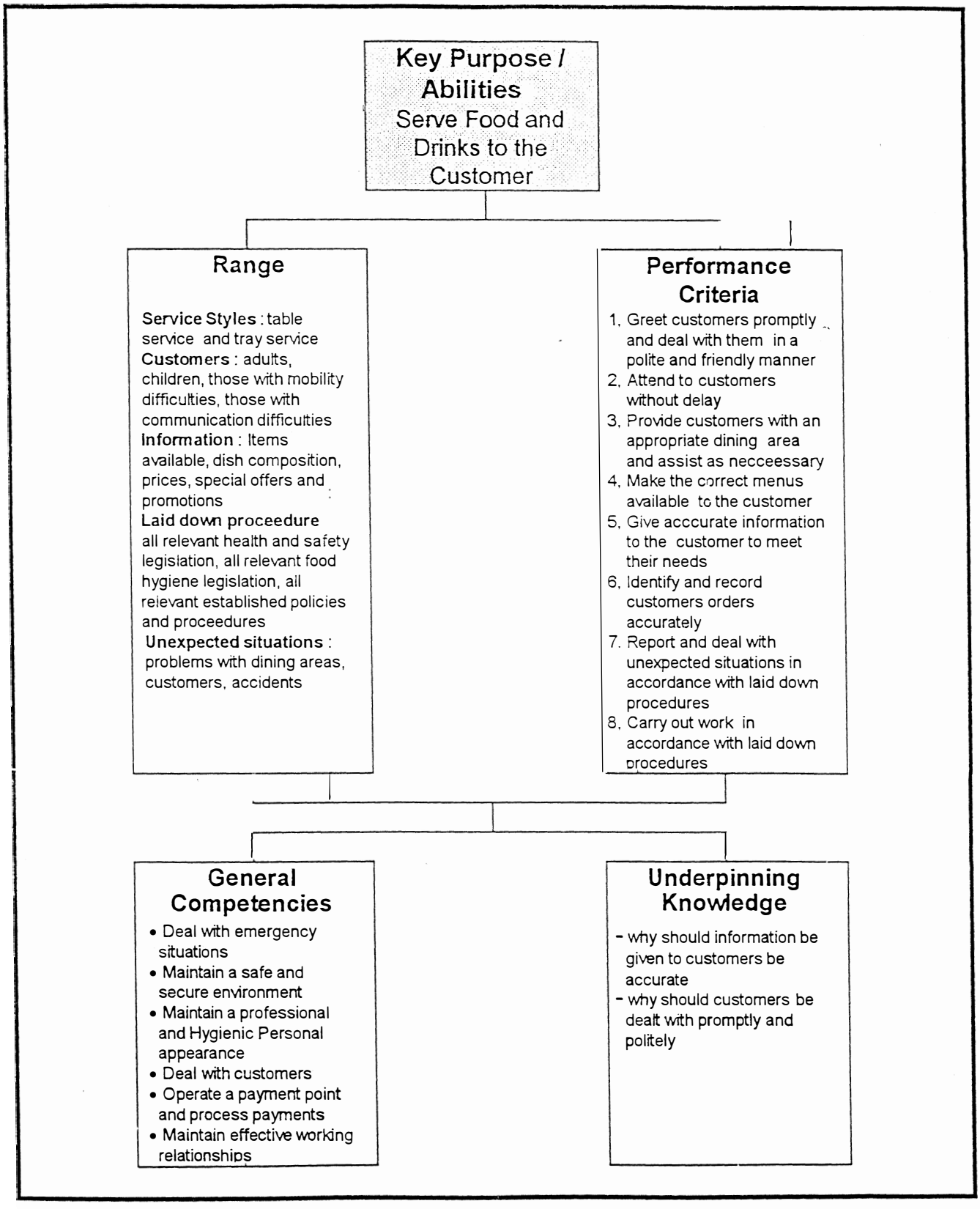
APPENDIX C

LEVEL	COMMUNICATION	COMPUTATION	CONNECTIVE THINKING	PROBLEMSOLVING
1	Communicating concrete concepts in a limited range of familiar situations.	Basic arithmetic procedures (add, multiply, subtract, divide) in a limited range of familiar situations.	Use senses and past experience in a limited range of familiar situations.	Solving problems related to a single activity in a limited range of familiar situations.
2	Communicating concrete concepts in a moderate range of familiar situations.	Apply arithmetic procedures in problemsolving in a moderate range of familiar situations.	Reflection using senses and past experience in a moderate range of familiar situations.	Solving problems related to a range of activities in a moderate range of familiar situations.
3	Communicating concrete and simple abstract concepts in a significant range of circumstances offering a clear choice of routine responses.	Application of mathematical techniques in a significant range of circumstances offering a clear choice of routine responses.	Evaluation of the what, why, when, who, where and how of particular situations in a significant range of circumstances offering a clear choice of routine responses.	Solving problems related to a single process in a significant range of circumstances offering a clear choice of routine responses.
4	Communicating concrete and abstract concepts in a significant range of familiar and unfamiliar circumstances.	Analysing and organising trends of data in a significant range of familiar and unfamiliar circumstances.	Assess the optimal interaction and utilisation of the available resources in a significant range of familiar and unfamiliar circumstances.	Solving problems related to a range of processes in a significant range of familiar and unfamiliar circumstances.
5	Communicating complex concrete and abstract concepts in a wide range of specialised areas and circumstances.	Questioning and interpreting trends and patterns of data in a wide range of specialised areas and circumstances.	Appraise the appropriateness of the processes, modify or terminate them, develop new ones and coordinate the various processes in a wide range of specialised areas and circumstances.	Considering new processes required and existing process not required any more in a wide range of specialised areas and circumstances.
6	Communicating complex abstract concepts in a wide range of specialised and changing areas and circumstances.	Appraising and interpreting trends and patterns of unrelated data in a wide range of specialised and changing areas and circumstances.	Appraise the appropriateness of processes in relation to what is happening in the external environment in a wide range of specialised and changing areas and circumstances.	Development of various processes in relation to the external environment in a wide range of specialised and changing areas and circumstances.
7	Communicating complex abstract concepts so as to exercise influence in a variety of situations.	Interpreting trends and patterns of unrelated data in a variety of situations.	Positioning of an area within a social context so as to exercise influence in a variety of situations.	Developing the economic, political, social environment so as to exercise influence in a variety of situations.
8	Communicating complex abstract concepts so as to exercise influence in a wide range of unpredictable situations.	Interpreting trends and patterns of unrelated data in a wide range of unpredictable situations.	Long term viability and global contribution in a wide range of unpredictable situations.	Influencing the global social, political, economic environment in a wide range of unpredictable situations.

PROCESS FOR SETTING STANDARDS

STEP 1 : Identification of key purposes and associated abilities

Example from Hospitality Industries Training Board



ABET TASK: STEP 1 - 'GRASSROOTS' LEVEL IN STANDARDS SETTING PROCESS

Task:
You are required to help a group of adults by developing an ABET programme which could find its way onto the NQF.

Scenario:
You are required to help a group of adults by developing an ABET programme which could find its way onto the NQF.

The learners are unemployed adults. They wish to undertake some form of education and training which will enable them to provide food and shelter for their families. The group has, on average, 4-5 years of schooling but are only really proficient in the languages of the area - say, Pedi and Ndebele.

They live in a very poor peri-urban environment on unserviced plots of about 1,5 hectare. The nearest industrial area is approximately 45 km away, but the number of jobs are extremely limited. Hunger, scarcity of water, poor roads and lack of schooling are features of the lived life.

1. Develop a KEY PURPOSE for an ABET programme to service the needs of this community, bearing in mind that people are to be encouraged to participate directly in the reconstruction and development of their own situations.

2. In a quick brainstorming activity, generate as many answers possible to the following 2 questions:

    * What should learners be able to do at the end of the ABET programme?
    * What should the learners know by the end of the programme?

3. Take ONE of the things which learners should be able to DO at the end of the course (identified skill) and tease out the following:

    * What general knowledge and skills (eg in terms of language/ literacy-related skills, mathematical skills... etc) -if any - did you presuppose for managing that particular skill?
    * In terms of this particular skill, which of the following abilities would form an integral part of acquiring that skill?

| computation	| analysis
| connective thinking	| problem-solving
| using technology	| communication
| social interaction	| values, ethics & aesthetic response
| effective citizenship	| managing resources and information

Are there additional abilities which you have identified which are not listed here?

ABET TASK: STEP 2 'GRASSROOTS ' LEVEL : Write the proposed satndards in agreed format by matching with NF content and ability grids

Task:

As a member of a farmworkers' union, you are required to help develop an ABET programme for farmworkers which could find its way onto the NQF.

Scenario:

The workers are employed, some for many years, on dairy farms as general workers, responsible for looking after the cows. There is, however, no distinct career path or recognition of prior learning in the industry.

The NQF has just come into being and you, as one of the roleplayers, have to help in mapping the content and abilities of the farmworkers' experience onto the NQF grid.

Step 1 of the process has thus far produced the following:

Key Purpose/ability: To be competent in taking responsible care of the dairy cows outside the dairy by observing and recording accurately, showing a positive attitude towards the animals and to have enough supportive knowledge to manage the skills successfully..

Skills identified: The workers must be able to:
* record of the number of cows on a daily basis
* handle the animals in a proper manner
* observe, identify and record all cows that are ready for artificial insemination
* prepare all cows for the milking process
* identify and report all sick cows
* identify and report any abnormalities on the farm (e.g broken fences, poisonous plants, veld fires)
* identify and report if a cow is close to giving birth

Group Activity:

In a quick brainstorming activity, identify the following:

1. **Underpinning** knowledge needed for the above skills

2. Abilities that could be recognised in the NQF

AFTERWORD: The next part of Step 2 would now be to match the identified abilities (above) to the NQF content and ability grid, formulate the outcome statements in accordance with the guidelines, and to submit them to the the relevant agricultural National Standards-setting Body (NSB).