DESIGNING A FIRST QUALIFICATION IN LAND ADMINISTRATION IN SOUTH AFRICA USING THE PRINCIPLES OF OUTCOMES-BASED EDUCATION

Koos Landman
Mangosuthu Technikon
South Africa

SAQA and the NQF

- A new educational dispensation
- The country saw a complete break from the system of content-based education and competency based training, to one of outcomes-based (OBE) education and training

OBE CURRICULUM DEVELOPMENT

In outcomes-based learning programmes, the curriculum design process starts with the intended learning achievement, namely the outcomes. Outcomes-based learning implies that learners must demonstrate the achievement of an outcome, as well as their involvement in the learning processes.

Land Reform

- With the introduction of a new government in South Africa in 1994, the country embarked on a programme of land reform
- In a recent development, the State President signed the Communal Land Rights Act (Act 11 of 2004). This Act makes provision for, amongst other things, legal security of tenure by transferring communal land to communities and individual members of such communities

Achieving competence using Outcomes-Based Education

- Outcomes-based learning implies that learners must demonstrate the achievement of a learning outcome
- Outcomes-Based Education (OBE) means clearly focussing and organising everything in an educational and training system around what is essential for all learners to be able to do competently and successfully at the end of their learning experiences

To facilitate land reform, capacity building learning programmes to equip a range of people to undertake various levels of land administration will have to be developed.
The Concept of Competence

- The notion of applied competence indicates that a qualification must address both the ‘theory’ needs as well as the practical needs of learners.
- Applied competence is the ability to put into practice in the relevant context the learning outcomes acquired in obtaining a qualification.

Competence (cont)

- A qualifying learner must be able to understand as well as do something useful with the knowledge, in a real-world context.
- Competence can be defined as a skill or cluster of skills, carried out in an indicated context to standards of performance, of understanding in context, and of transferring the skills to other related contexts.

APPLIED COMPETENCE

Applied competence suggests that foundational competence, practical competence and reflexive competence are all necessary for the meaningful accomplishment of a task in any real world context.

Foundational competence

- Foundational competence is described as an understanding of what is being done and why.

Practical competence

- Practical competence is described as a demonstrated ability to do a particular thing.

Reflexive competence

- Reflexive competence is described as a demonstrated ability to integrate or connect performance with the understanding of that performance so as to learn from the actions and adapt to change and unforeseen circumstances.
DACUM and Competence

The action verb on a DACUM chart describes competence

WHAT IS DACUM?

- Developing A Curriculum
- A DACUM analysis is a detailed and graphic portrayal of the workplace skills that successful practitioners perform in an occupation or working department
- DACUM has been successfully used to analyse occupations at the professional, technical, skilled, and semiskilled levels

DACUM is an occupational analysis procedure that has experienced remarkable success in a relatively short period of time in Canada, the United States, a number of South American countries (Chile and Brazil), Malaysia and recently, Southern Africa (South Africa, Zimbabwe, Namibia and Swaziland). DACUM has become closely associated with the movement toward outcomes-based education (OBE)

DACUM ANALYSIS

STRUCTURED DELIBERATION Phases 1 - 3

- Scope
- DACS
- Skills

PROGRAMME DESIGN Phases 4 & 5

SAQA SPECS

Unit Standards, Purpose Statements and Specific Outcomes
Assessment Criteria

WHY DACUM?

- It is a practitioner-based process for documenting the workplace skills of specific occupations or workplace contexts
- Consists of a highly refined structured group interview technique
- The process is recognized internationally as a cost-effective method for analysing occupational skills and designing training and education programmes, and for developing HR development strategies

To establish a relevant, up-to-date information base for the development of instructional programmes and/or human resource development.
WHEN SHOULD DACUM BE USED?

* The Development of New Educational Programmes
* Review of Existing Educational Programmes
* Updating of Existing DACUM Charts
* HR Applications & Special Applications

DACUM operates on the following three premises:

1. Expert workers are better able to describe their job than anyone else.
2. Any job can be effectively and sufficiently described in terms of the workplace skills that successful workers in that occupation/department perform.
3. All workplace skills have direct implications for the knowledge and attitudes that workers must have in order to perform the workplace skills correctly.

The DACUM committee

- A carefully chosen group of eight to twelve expert workers from the occupational area under consideration form the DACUM committee
- The committee works under the guidance of a facilitator for two to three days to develop the DACUM chart
- Because of their current occupational expertise, committee participants do not need any advance preparation

DACUM QUALITY:

two critical factors

- assemble a committee of eight to twelve experts from the occupational area
- use a trained DACUM facilitator
- Without either of these, the resulting analysis is questionable, at best

LAYOUT OF CARDS ON WALL

THE --------- MUST BE ABLE TO:

GAC GAC GAC GAC

SKILL   SKILL   SKILL   SKILL

GAC GAC GAC

SKILL   SKILL   SKILL
THE VERIFICATION PROCESS

- The final chart and supporting documentation is sometimes sent to a select number of stakeholders for final validation.
- The majority of these representatives from industry, government, trade unions, community representatives and academia must agree with the documentation before it is considered valid.

PROFILING

Corporate Skills Analysis: Firm of Radiographers

Venue Manager
Radiographer / Clinical Tutor
Accountant
Accounts Admin Staff
Clerical Staff
General Assistant
Driver

GACs
Skills

E1 Identify stock requirements
E2 Implement costing process
E3 Order stock
E4 Receive stock
E5 Audit stock
E6 Implement internal pricing and invoice procedure
E7 Dispatch stock
E8 Perform stock-taking
E9 Develop and apply company issuing policy
E10 Apply company storage regulations

E Manage Stock

H1 Deliver films
H2 Deliver documents
H3 Deliver instruments
H4 Deliver stock
H5 Deliver request forms
H6 Mail and collect post

H Manage Courier

J1 Apply relevant sections of OSH act
J2 Ensure a physically safe environment
J3 Protect staff/public/patient from radiation
J4 Monitor personnel radiation doses
J5 Investigate and act on overdose of radiation according to legislation
J6 Use appropriate safety equipment
J7 Check equipment and accessories for safety
J8 Educate and train on radiation protection and safety procedures
J9 Apply infection control procedures
J10 Enforce non-smoking policy
J11 Apply proper protocol in disposing of medical waste
J12 Follow protocol for needle-stick injuries

J Apply Safety Procedures

OBE PROGRAMME DESIGN USING THE DACUM MODEL

Programme Student Analysis
Select and invite focus group members
Select venue and obtain materials

Obe Framework

Analyse

Conduct analysis

Review completed chart

Establish learning resources & assessment criteria

Develop Study Units from completed DACUM analysis

Conclude analysis

Establishing a competency profile in land administration at the local level

- DACUM chart was developed for a local level land administrator.
- Namibian Land measurer's programme was used as a source of information.
- Malawi Ministry of Lands and Housing Certificate programme in land administration.
- Other sources were consulted.

The Communal Land Rights Act, Act No. 11 of 2004

- Generally referred to as CLaRA.
- To provide for legal security of tenure by transferring communal land to communities.
- To provide for the conduct of a land rights enquiry to determine the transition from old order rights to new order rights.
- To provide for the democratic administration of communal land by communities.

Other sources were consulted.
THE UNIT STANDARD

- One of the major steps in the establishing an outcomes-based system of education or training is putting the process into manageable units, called Unit Standards. These units are usually tied to individual skills or clusters of skills, which have been identified through consultation with stakeholders, e.g. a DACUM analysis, and/or by researching existing qualifications.

UNIT STANDARD TITLES

- The Unit Standard must be of value to individual learners reading through it.
- The title must therefore reflect a clearly defined learning achievement.

TESTING THE TITLE

Always ask "WHY IT IS DONE" – and be SMART!

WORKPLACE SKILLS

- In the DACUM context, occupational or workplace skills may be defined as concise descriptions of significant units of work performed by an individual worker in order to accomplish some component of the occupational role.
- Experts in a particular learning area will be able to cluster similar skills or identify individual skills from the DACUM chart which could become unit standard titles.

SOME ADDITIONAL RESOURCES

EXTRACT FROM DACUM CHART

- Identify maps & know where to acquire them
- Interpret aerial photographs
- Keep & maintain a local register
- Identify recorded land use and boundaries on maps and photos
- Identify maps & know where to acquire them
- Identify maps & know where to acquire them
- Update maps according to identified changes
- Assist in annotating maps
- Describe base maps for physical planning
- Describe possible problems and constraints of interpretation
- Identify the function of each service provider
- Identify the function of each service department
- Establish the cost of provision & maintenance of various levels of service
- Apply principles of integrated planning
**SMART**

- Significant
- Measurable
- Achievable
- Realistic
- Time-bound (credit value)

**TESTING THE TITLE**

(Cont)

- should be a milestone of learning
- should focus on the performance of the individual, but must steer clear from narrowly defined “tasks”

**TITLES: SOME EXAMPLES**

- Operate a geographical information system and components thereof for the purpose of keeping tenure records in a community based registry
- Investigate land ownership rights, and make recommendations to resolve simple disputes

**PURPOSE STATEMENTS**

- They reflect the overall competencies to be displayed by a learner
- successfully completing a particular unit
- They are usually fairly brief
- They should provide learners with a clear idea of what the unit will equip them to do

**PURPOSE STATEMENT EXAMPLE 1**

**TITLE:** Investigate land ownership rights, and make recommendations to resolve simple disputes

**PURPOSE STATEMENT:**

- A person who has successfully completed this unit standard is able to investigate and make recommendations to resolve simple disputes involving rights in land

**PURPOSE STATEMENT EXAMPLE 2**

**TITLE:** Produce Word Processing Documents for Business

**PURPOSE STATEMENT:**

- A person completing this unit standard successfully will be competent to use advanced features of a word processing package on a personal computer to produce word process documents for use in any working environment.
Specific Outcomes

Between 4 and 6 smaller, specific learning outcomes should be defined in the following way:

TITLE: Investigate land ownership rights, and make recommendations to resolve simple disputes

Some Specific Outcomes:
Investigate land related disputes. Range:
General Plan, Communal General Plan, topographical map, aerial photography. Applied to a specific geographical area.

Present findings related to land, land rights, land boundaries and land tenure
Identify and refer complex disputes

ASSESSMENT CRITERIA

- How will I identify that learning has taken place?
- Assessment criteria reflect the kinds of evidence that will be required to demonstrate that the learning outcome has been achieved
- They must cover all aspects of each specific learning outcome
- They should make reference to the quality of the performance

ASSESSMENT CRITERIA EXAMPLES

- Specific Outcome: Investigate land related disputes (with range)
- The core problem in a land related dispute is investigated using a variety of information resources
- Negotiations between dissenting parties are initiated applying mediation or by other dispute resolution mechanisms

Programme Design - Learning activities and assessment methods

- Don't form part of the Unit Standard
- Learning activities must be clearly related to the specific outcomes
- The practicality of the assessment methods must be considered
- In the process of being designed

TEMPLATE FOR PROGRAMME DEVELOPMENT
OBE: ROLE OF THE EDUCATOR

- Facilitates learning
- Imparts knowledge that needs to be explained
- Provides guidance on how and where information can be obtained
- Directs learners and interacts with them
- Mentors, assists and guides

### CONCLUSION

For the objectives of the Communal Land Rights Act to be realised, education and training of Land Administrators at the local level will have to take place.

This will be on level 4 of the National Qualifications Framework, and will be a first qualification in Land Administration in South Africa.

### DACUM in Ghana

- Toolkit for Change project
- 19 Facilitators from 8 occupations have been trained in Accra recently
- The project is funded by the Canadian International Development Agency (CIDA)

### EXTRACT FROM DRAFT QUALIFICATION TO BE SUMITTED TO SAQA

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<td>Participate in land use planning and development</td>
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<td>Apply a working knowledge of sections of the Communal Land Rights Act (Act 11 of 2004)</td>
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<td>Assist with elementary field investigation and presentation of findings on land ownership rights at the local level</td>
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<td>Assist with the conducting of a land rights enquiry and with the presentation of the findings on land ownership rights</td>
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