

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



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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

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

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

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?

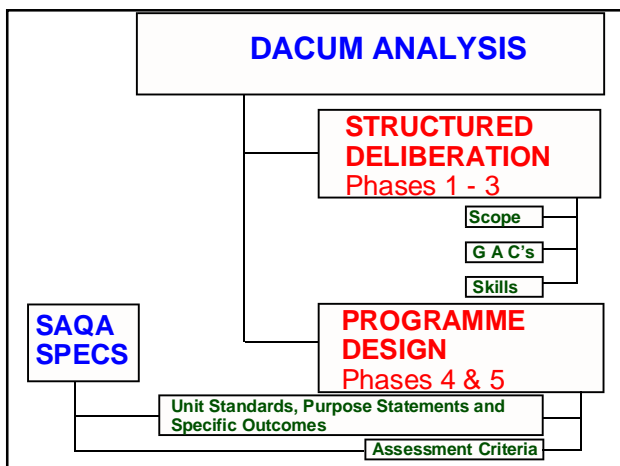


- **Developing A Curriculum**
- A DACUM analysis is a detailed and graphic portrayal of the workplace skills that successful practitioners perform in an occupation or working department
- DACUM has been successfully used to analyse occupations at the professional, technical, skilled, and semiskilled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



- 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



WHY DACUM?



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	Skill	Skill	Skill	Skill			
GAC	Skill	Skill					
GAC	Skill						
GAC	Skill						
GAC							
GAC							
GAC							





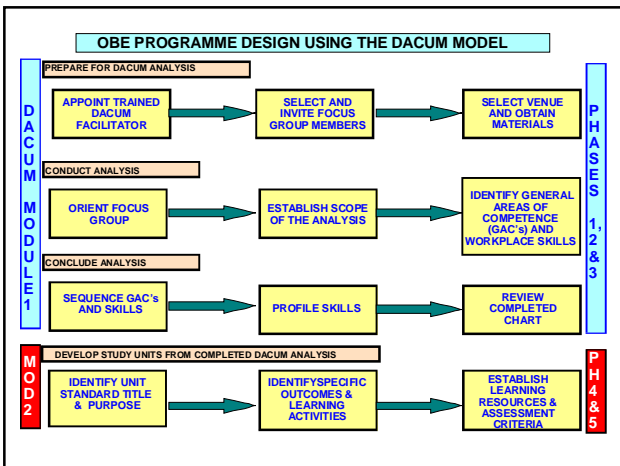
THE VERIFICATION PROCESS

- 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		E2		E3		E4		E5		E6		E7		E8		E9		E10		H1		H2		H3		H4		H5		H6		J1		J2		J3		J4		J5		J6	
E	MANAGE STOCK CONTROL	Identify stock requirements		Implement costing process		Order stock		Receive stock		Audit stock		Implement internal pricing and invoice procedures		Dispatch stock		Perform stock-taking		Develop and apply company issuing policy		Apply company storage regulations																									
	H	MAINTAIN COURIER SERVICE	Deliver films		Deliver documents		Deliver instruments		Deliver stock		Deliver request forms		Mail and collect post		Transport staff for work-related activities		Transport isotopes		Maintain vehicle		Drive safely																								
J	APPLY SAFETY PROCEDURES	Apply relevant sections of OSH act		Ensure a physically safe environment		Protect staff/patient from radiation		Monitor personal radiation doses		Investigate and act on overdose of radiation according to legislation		Use appropriate safety equipment		Check equipment and accessories for safety		Educate and train on radiation protection and safety procedures		Apply infection control procedures		Enforce non-smoking policy		Apply proper protocols in disposing of medical waste		Follow protocol for needle-stick injuries																					



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

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

EXTRACT FROM DACUM CHART

D ACQUIRE, MAINTAIN & UPDATE MAPS OF THE AREA	D1 Identify maps & know where to acquire them	D2 Interpret aerial photographs
	D10 Reproduce maps & aerial photographs on appropriate media	
E RECORD INFORMAL LAND RIGHTS	E1 Keep & maintain a local register	E2 Acknowledge local custom & practice with regard to land rights
F FACILITATE REGISTRATION OF FORMAL LAND RIGHTS	F1 Identify the need for upgrading the community	F2 Liaise between community & professionals
G INTERPRET LAND LAWS & POLICIES	G1 Interpret town planning scheme	G2 Interpret municipal by-laws
H DEMONSTRATE LEADERSHIP IN CONFLICT SITUATIONS	H1 Preempt conflict situations	H2 Determine the core problem in a conflict situation

SOME ADDITIONAL RESOURCES

<p>Namibia Land Measurer & Dr Sihanda</p> <p>Namibia:</p> <p>Measuring and drawing skills</p> <ul style="list-style-type: none"> • Make use of maps and measuring equipment • Measure features on maps and relate to real world features • Make use of drawing instructions • Apply technical drawing techniques • Present and plot effectively and correctly <p>Base mapping for physical planning</p> <ul style="list-style-type: none"> • Understand principles of base mapping • Describe the products of base mapping • Describe the process to produce base maps • Interpret base maps for physical planning • Describe possible problems and constraints of interpretation <p>Dr Sihanda:</p> <ul style="list-style-type: none"> • Introduction to reading a map and/or computerised data base • Introduction to land use planning and development objectives 	<p>Workplace Skills - DACUM</p> <ul style="list-style-type: none"> • Read maps • Convey elementary map information to community • Draw sketch maps • Copy maps & aerial photographs on appropriate media • Identify recorded land use and boundaries on maps and photos • Capture data on LIS • Identify maps & know where to acquire them • Update maps according to identified changes • Assist in annotating maps • Interpret aerial photographs • Relate local register to a map or aerial photograph • Interpret a developmental map (CLAP) • Identify all service providers to community • 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
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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

WORKPLACE SKILLS



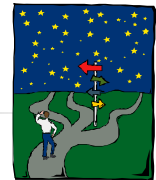
- In the DACUM context, occupational or workplace skills may be defined as concise descriptions of significant units of work performed by an individual worker in order to accomplish some component of the occupational role
- Experts in a particular learning area will be able to cluster similar skills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

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!

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

Unit Standards Specific Outcomes	Unit Standard Assessment Criteria	Learning Activities Consider:	Assessment methodology (formative and summative) Consider:
Operate the hardware components of a personal computer OUTCOME Keyboard, mouse, stiffly drive and display	<ul style="list-style-type: none"> •Physical connections between components are verified •Components are operated according to manufacturer's instructions 	<ul style="list-style-type: none"> •Are they clearly related to the learning outcomes? •Do they bring the learner as close as possible to a real life situation? •Will they engage the learner? •Will they give the learner opportunities to demonstrate sufficient evidence of the competence? 	<ul style="list-style-type: none"> •Use a variety of methods •Try to assess in real life situations •Choose methods appropriate for the level of the learners •Choose methods appropriate for the skill being assessed

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**

EXTRACT FROM DRAFT QUALIFICATION TO BE SUMMITTED TO SAQA

Core	Proposed	Operate a geographical information system and components thereof for the purpose of keeping tenure records in a community based registry	Level 4	7
Core	Proposed	Participate in land use planning and development	Level 4	6
Core	Proposed	Apply a working knowledge of sections of the Communal Land Rights Act (Act 11 of 2004)	Level 4	6
Core	Proposed	Assist with elementary field investigation and presentation of findings on land ownership rights at the local level	Level 3	5
Core	Proposed	Assist with the conducting of a land rights enquiry and with the presentation of the findings on land ownership rights	Level 4	5
Core	Proposed	Investigate land ownership rights, and make recommendations to resolve simple disputes	Level 4	7

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)