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Third Plenary

5 March 1996.

John Tyers

- Intro and discussion on proposed stages 2-4.
- Need for strand 3 study of implementation of NQFs for practitioners worldwide.
- Stage 2: Note need to explore link between stds and curriculum.
- Terms of reference document.
Need to respond to this. - give approval.
It will go forward to the new reconstituted NTB

Group C. NCOs CD, ABET

S Tuchten

World of work - what skills + capabilities needed.

High level of interest.

Some talk about contextual conditions -

common sense of levels. (4)

some capabilities within levels.

Workshops planned. Gauteng + KZN + CT (rural)

Capabilities at Tutors levels (NTB)

Could potentially link with qualifications.

Commitment to negotiated stds.

Univ's ambiguous of std or autonomy

Mid My document.

Ten NTB roles. Tell people about them.

Interviews

① → NQF - ①

② → Learners — learners

→ categorise

→

Direct Enquiry

• Take responses to take learner through at personal levels.
response but not restricted.

• What learner needs in terms of B resp.
core but not restricted by.

old OU technical enquiries.

core: OU describing in new normal

generic: Exposure.

specific: NQF related ↔ IEB — values
— value training.

Difficult to find indicators of success — at learner level
|
some narrow defect (IEB)

Issue of broader indicators. (job / part)
esp. in rural areas.



one indicator

rich completely dependent upon it as
the indicator

narrow definition. IEB core exam

- unless tutor training & selection well thought out.
- danger illustrated of metric obsession (metric exam schools)

↳ Other indicators

- tracking model centres.
profiles of learners (Umboubo ...)
- NLC working to explore (Mandla)

weighting of indicators.

few NQI-..... going for easiest measures
easy for funders
ed. depts.

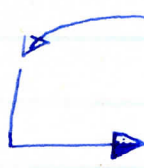
input of development.

→
Tutors

04 1966 →

goal

- first phase: very focused teacher led model.
- second phase: linked to broader curriculum - as component of.
- third phase: narrow focus on IEB - help teachers plan.



later years.

tutors take pointing. clear focus & direction.

note: cross development of materials.



no real resistance. present became
adequate not being this new being is rejected upon.

→ David Fergus on ETDP

- what motivates changes.

motivation is NB

difficult to imagine people not
being motivated in their jobs

! see ed as this.

NGO motivation NB.

- core → need to help people self actualise (available this.)
- issues change it's believe. → broad but education key.

Selection of tutors — NB of prior community involvement.

less likely to get into politics — politics very "ugly" not anybody on board at same time.

Skills :

What are the skills:

Knowledge :

- Broad understanding of field & their place in it + the consequences of their actions

Skills

- Management and organisational skills.

Negotiating conflict

- [NGO field needs more intense input - 4-5 staff tend to reform without here]
- Identify & lock into bigger objectives (not just narrow individual organisational aims) esp. those that lead to deliberate corporate behavior.

Personal characteristics

Tutors too :

- Humility.
- High motivation.
- Self-motivation.
- Handle stress. (esp. in mgt. projects.)
- Encourage creative space amongst staff.
- flexible / on the hop.
- responds to change needs.
- pragmatism.

link

- [Degree of being involved in too much]
- [Degree of the priority (order) do anything]

Proposal

why: aim

- implementation of standards / CBE
- input on ETDPs
- ~~pedag~~ nodal points in the implementation track.

- * assessment. — criteria and stds
- * ~~university training.~~
- * ~~courses / univ. to stds.~~
- * ~~criteria~~

why not use other equives:

- obvious make up.
- SA conditions
- might not up to par of ABET.
- magnitude of huge.

ETQP
not even consistent delivery of the courses.

degree of
merit courses.

rather
merit
good
delivery.

scottish
credit points:
new field.
naturalists - reform
- validate courses but
of a sort of a
good provider.

⊗ Wolfgang & Dettie Lowe.

how.

who should

how does it impact on
your teaching methods

* administrative things.

Teach people to administer
courses / instructions / procedures.
esp. re national register.

NTB ETD practitioner Plenary.

Khelsi L. · NOL1 (small professional unit.)
open access - removal of barriers.

Professionalisation

contextualising the project.

Tyers.

3 phases

NTS1 (WC3) 93-4/94

Minutes 94-Feb 95

ETD p.p. 95-98.

WC10

/

module

(run by)

WC3

- quality (low) $\frac{41}{41}$
- integrative (new ETD construction)
- Teacher (formal) Ta/Nce
- career (path) concept work
- NQF

- (finds problems - Germans)
- negotiation (political)
- some take up of concepts
- need for alignment of various take up initiatives)

- recommend - traits
- 'professionalise' (Edwin. supportive) at all levels.

• Interest Steering Committee. (never legally existed)

• Plenary a field broad.

• committee (WC10)

/ (trans of ref)
accountable to NTB (legal)

/
to field (moral) (implementation)