



“REGISTRATION OF COGNITIVE DEVELOPMENT UNIT STANDARDS & THEIR USE IN QUALIFICATIONS”

***COGNITIVE DEVELOPMENT SUMMIT
(SERVICE SETA)***

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There are three weaknesses evident in South African learners that have a detrimental effect on their learning and ability to operate effectively in the workplace:

- **Poor Communication skills, particularly reading.**
- **Poor Mathematical ability.**
- **Poor Thinking skills.**

- * **The inclusion of Fundamentals in all FET band Qualifications is an attempt to improve the situation with regard to the first two problems.**
- * **The registration of cognitive development Unit Standards is the first initiative to address the thinking skills problem.**

DEVELOPMENT PROCESS

- 1. SAQA sent a representative to ICELP in Israel with the Services SETA team to assist with the development of Unit Standards for IE.**
- 2. The team understood Instrumental Enrichment (IE) as a means to develop cognitive ability in all learners not only those with sensory deficits & children, but in adults and higher functioning individuals.**

DEVELOPMENT PROCESS (CONTINUE)

- 3. The Team understood how the IE instruments could be used by a wide range of providers in many sectors, not only by educators in a formal “school” setting.**

KEYS TO WRITING THE UNIT STANDARDS

1. The IE approach tries to improve:
 - * ***input*** (the learner's ability to obtain as much clear, relevant information as possible)
 - * ***elaboration*** (the learner's ability to understand the information e.g. to turn data into usable knowledge and to make a decision)
 - * ***Output*** (the learner's action as a result of understanding the data)

KEYS TO WRITING THE UNIT STANDARDS (CONTINUE)

2. The IE instruments are *content independent*. These two factors enabled the development of Unit Standards that could be used in a wide range of situations particularly in Qualifications and courses that prepare learners to operate efficiently in the workplace.

OUTCOMES



- 1. The 14 Instruments were turned into 10 Unit Standards registered on the NQF.**
- 2. No mention is made of IE or the Feuerstein approach as they can be used for doing IE or for using any other method of cognitive development that can be aligned to the Unit Standard Outcomes and Assessment Criteria.**
- 3. Are Electives in the Business Administration Qualifications at Levels 2, 3 and 4**

OUTCOMES CONTINUE

- 4. Can be added as Core or Elective Unit Standards in any other Qualification to be registered**
- 5. Can be used as part of the Qualification or in various combinations for skills programmes**
- 6. Existing Qualifications can be amended to include the Unit Standards as Electives.**

CHALLENGES

1. Share Feuersteins' worry that use, "***be restricted to those who are properly trained and supervised,***" and that all users, "***be subjected to a demanding and systematic training in their use***"
2. The tools are fun to use. Danger exists that learners will exit a poorly designed or undirected course having been entertained, but without any real cognitive benefit.

SOLUTION AND WAY FORWARD

- 1. The Services SETA must ensure that all users of the IE instruments are properly trained and only accredit courses that are properly aligned to the Outcomes and Assessment Criteria of the Unit Standards.**
- 2. Users must align courses strictly to the Outcomes of the Unit Standards and use the Assessment Criteria to determine learner competence**

A course using the IE instruments will only assist learners to develop their thinking ability if the IE instruments are used wisely to attain the Outcomes of the Unit Standards and when *completion of the instruments is not an end in itself.*



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