

# **Comparative Analysis: SAQA National Diploma: Event Coordination and CTHRC Event Coordinator/Event Manager**

## **Section 1 Introduction**

The Canadian Tourism Human Resource Council (CTHRC) provides leadership for human resource development in Canada's tourism sector. Within the next ten years, growth in the Canadian labour force will depend almost entirely on immigration because of an aging workforce and a declining birth rate. The pending shortage of skilled workers is also resulting in increased competition for internationally trained workers in many countries. Foreign credentials recognition (FCR) is a program designed to facilitate the assessment and recognition of individuals with foreign qualifications who wish to immigrate to Canada.

In 1998, South Africa established the Sector Education and Training Authorities (SETAs), including the Services SETA and THETA, the Tourism and Hospitality Training Authority. South Africa's National Qualifications Framework (NQF) was established, in part, "to facilitate the assessment of the international comparability of standards and qualifications" (International Labour Organization website).

Both Canada and South Africa have recognized credentials for the events industry that are based on standards. A comparative analysis of the standards that form the basis for these credentials will further the work completed to date towards developing a FCR model for the events industry in both countries and the international events community.

For this project, the nationally recognized credentials for the events industry in Canada and in South Africa were compared. This includes CTHRC certification programs for Event Coordinator and Event Manager and the South African Qualifications Authority (SAQA) National Diploma: Event Coordination 20613.

### ***Project Goals and Objectives***

The goals for this comparative analysis are:

- to compare the qualifications and training requirements for the events industry occupations in Canada and in South Africa; and
- to establish a framework for recognizing equivalent qualifications.

## ***Organization of this Paper***

This project will conduct a detailed comparison of the standards which form the basis for the SAQA National Diploma: Event Coordination and the CTHRC Event Coordinator and Event Manager certification programs. It will build on previous research in the areas of recognizing prior learning and assessing foreign qualifications to make recommendations for establishing a recognition framework for the events industry.

**Section One** provides an introduction to the project.

**Section Two** describes the history and background of the South African Qualifications Authority (SAQA) standards and recognition system.

**Section Three** describes the history and background of the Canadian Tourism Human Resource Council (CTHRC) standards and recognition system.

**Section Four** describes the requirements for events credentials in South Africa and Canada.

**Section Five** outlines the assumptions and limitations for the comparative analysis.

**Section Six** describes the steps followed in the process of comparing the SAQA and CTHRC standards.

**Section Seven** provides a summary of the SAQA unit standards not covered in CTHRC and suggests possible reasons.

**Section Eight** provides a summary of the CTHRC standards not covered in SAQA and suggests possible reasons.

**Section Nine** outlines irregularities in the content and organization of both SAQA and CTHRC standards.

**Section Ten** concludes the study, summarizes the findings, makes recommendations for a recognition framework for the events industry and identifies areas for further research.

## Section 2

### South African Qualifications Authority Background

#### *The South African Qualifications Authority (SAQA)*

South Africa's qualifications system was born out of the turbulent social and political change that occurred in the 1980's and 90's. The lack of a trained work force, a lack of consistency in training delivery and a need for basic education, and societal inequities needed to be addressed urgently. During this time a variety of education initiatives started by student activism, labour unions, and the departments of Manpower and Education culminated in the 1992 formation of the Task Team that established eight working groups mandated to develop a new training strategy. The Task Team had representatives from trade unions, employers, the State, education and training providers, education department and the democratic alliance.

The work of the Task Team resulted in the formation of SAQA, a legislated governing body appointed by the Ministries of Education and Labour, charged with the responsibility to oversee the ongoing development and implementation of the National Qualifications Framework. SAQA maintained the broad perspective of the Task Team by entrenching representation from the key stakeholders, state departments, organized labour, organized business, providers of education and training, critical interest groups and community/learner organizations, in twelve fields overseen by twelve National Standards bodies (NSBs), Standards Generating bodies (SGBs) and Education and Training Quality Assurance bodies (ETQAs).

The NSBs are responsible for:

- Defining and making recommendations to SAQA, the boundaries of the field and sub-fields within the field for which the NSB is responsible
- Recognizing or establishing SGBs within the framework of sub-fields and ensuring that the work of the SGBs meets SAQA requirements
- Recommending the registration of qualifications and standards to SAQA
- Overseeing the update and review of qualification and standards
- Liaison with ETQAs
- Defining requirements and mechanisms for the moderation of standards and qualifications

The SGBs are responsible for:

- Generating standards and qualifications in accordance with the Authority requirements in identified sub-fields and levels
- Updating and reviewing standards
- Recommending standards and qualifications to NSBs
- Recommending criteria for the registration of assessors and moderators or moderating bodies

The ETQAs are responsible for:

- Assuring the quality delivery and assessment of registered standards and qualifications,
- Assuring the quality of provision and assessment of providers it has accredited

### ***The National Qualifications Framework***

The National Qualifications Framework is defined as ‘a set of principles and guidelines by which records of learner achievement are registered to enable national recognition of acquired skills and knowledge, thereby ensuring an integrated system that encourages life-long learning.’

The qualifications and standards are based on learning outcomes the learner should be able to demonstrate upon successful education/training. These standardized learning outcomes shift the focus from how or who delivered the program to what the learner should be able to do. This shift ensured that the education/training taken by learners would be portable and recognized across the country.

<b>NQF LEVEL</b>	<b>BAND</b>	<b>QUALIFICATION TYPE</b>	
8	HIGHER EDUCATION AND TRAINING	<ul style="list-style-type: none"> <li>• Post-doctoral research degrees</li> <li>• Doctorates</li> <li>• Masters degrees</li> </ul>	
7		<ul style="list-style-type: none"> <li>• Professional Qualifications</li> <li>• Honours degrees</li> </ul>	
6		<ul style="list-style-type: none"> <li>• National first degrees</li> <li>• Higher diplomas</li> </ul>	
5		<ul style="list-style-type: none"> <li>• National diplomas</li> <li>• National certificates</li> </ul>	
<b>FURTHER EDUCATION AND TRAINING CERTIFICATE</b>			
4	FURTHER EDUCATION AND TRAINING	<ul style="list-style-type: none"> <li>• National certificates</li> </ul>	
3			
2			
<b>GENERAL EDUCATION AND TRAINING CERTIFICATE</b>			
1	GENERAL EDUCATION AND TRAINING	Grade 9	ABET Level 4
		<ul style="list-style-type: none"> <li>• National certificates</li> </ul>	

The levels in the NQF refer to the level of knowledge a learner requires to successfully achieve the unit standard or qualification. This is used primarily to assist developers in designing qualifications or standards.

The NQF has three bands, General Education and Training, Further Education and Training and Higher Education and Training.

The General Education and Training Certificate (GETC) can be achieved by completing school to Grade 9 or taking Adult Basic Education and Training (ABET) to Level 4. ABET must consist of:

Fundamental	# of credits	Learning area
	20	Communication Studies and Language
	16	Mathematics/Mathematical Literacy
Core	54 (30 at level ABET level 4)	Arts and culture Communication Studies and Language Economic and Management Sciences Human and Social Sciences Life Orientation Natural Sciences Technology
Elective	30 (10 at ABET level 4 and 20 at ABET level 3 or higher)	Any of the 12 organizing fields from the following electives: Agriculture Ancillary Health Environmental Management Food and Fibre Processing Small, Medium and Micro Enterprises Tourism
<b>TOTAL CREDITS:</b>	<b>120</b>	

The Further Education and Training Certificate (FETC) can be achieved by completion of Grades 10 to 12 in the school system and National Technical Certificates 1 to 3 in technical colleges.

Entrance to FET is achieved by the successful completion of the compulsory GET by completion of Grade 9, ABET (level 4) or through workplace qualifications. Course work for an FETC is at NQF levels 2 to 4.

To achieve an FETC, the learner must complete:

- For FETC120 credits (72 credits level 4 or more)
- For National certificates120 credits (maximum of 48 at level 3) and must include:

# of credits	Learning area
20 compulsory credits at level 4	Language and Communication in one of the eleven official languages
16 credits at level 4	May be obtained in different contexts

The Higher education band are those qualifications that are at level 5 or higher ranging from National Diplomas and Certificates to Post doctoral degrees. There are no credit stipulations other than those required by the specific qualification.

Through this structure of qualifications and outcome-learning based standards, SAQA has used the NQF and the National Learner Records Database (NLRD) to work towards the following objectives:

- To create an integrated national framework for learning achievements,
- Facilitate access to, and mobility and progression within education, training and career paths,
- Enhance the quality of education and training,
- Accelerate the redress of past unfair discrimination in education, training and employment opportunities,
- Contribute to the full personal development of each learner and the social and economic development of the nation at large.

It is through structuring the education system and involving stakeholders from outside of the education system that South Africa is addressing the need for a trained labour force to move their country forward in the global market place and a responsive means to adapt to an ever-increasing pace of change politically, geographically, socially, and technologically.

### ***The Structure of SAQA Unit Standards***

SAQA defines a qualification as a "planned combination of learning outcomes with a distinct intention(s), which will provide qualifying learners with applied competence and a basis for continued learning."

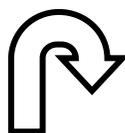
NSB allows for two types of qualification:

- A whole qualification' based on exit level outcomes
- A qualification based on Unit Standards

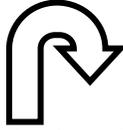
For qualifications based on Unit Standards; each Unit Standard in combination with other Unit Standards contributes to a Qualification.

The premise of Unit Standard development is based on the following model:

### **The World of Work**



### **Qualifications and Unit Standards**



## The World of Professional Practice



## The World of Curriculum

The standards in the core act as the link to which the world of work, the world of professional practice and the world of curriculum development and tie the design of their practises. There is an assumption that the development of standards is a layer between Qualifications and Unit Standards and the World of Professional Practice.

Unit Standards will be used in the following ways:

- Professional curriculum experts will use the Unit Standards to design curricula, but the Unit Standards themselves are not curricula.
- Professionals in the world of work will use the Unit Standards to design work-based programmes, but the Unit Standards are not these programmes
- Professional bodies will define their licensing requirements against Unit Standards, but the Unit Standards are not themselves licensing prescriptions

### ***Unit Standards***

The SAQA Act defines a Unit Standard as: “a registered statement of desired education and training outcomes and their associated assessment criteria” (SAQA Act. No. 58 of 1995)

There are three types of unit standards:

- |                          |   |
|--------------------------|---|
| Fundamental standards:   | Unit Standards with general applicability that can be used as part of many different qualifications. Usually dealing with communication, literacy, numeracy, health and safety, HIV/AIDS, generic management, project management, administration and information technology |
| Core Unit Standards:     | Compulsory Unit Standards required for learners to participate in a qualification. Usually dealing with the specialized knowledge, skills and attitudes required by the sub-field   |
| Elective Unit Standards: | Unit Standards that are optional and generally will form a specialization within a qualification.   |

Unit Standards have a specific format that must include the following components:

Title	a brief, comprehensive statement of the contents of the Unit Standard and must be unique from any other Unit Standards
Unit Standard number	a unique registration number for the unit, allocated by SAQA and used to cross reference achievement by learners
Unit Standard Level	the level on the NQF to which the standard has been developed. It takes into consideration the progression of learning related to a particular path
Credit	the value of the Unit Standard towards the qualification. It is expressed in notional hours of learning time, i.e., the average amount of time needed to become proficient in the standard. 1 credit equals 10 hours of notional learning time
Field and Sub-field	field that the Unit Standard relates to. Unit Standards may be developed for a specific purpose within a sub-field and field, but there may also be Unit Standards that are applicable over a range of sub-fields within a field or across fields
Registration Status	the status of the Unit Standard, whether it is registered, has been re-registered, is pending or if registration has lapsed
Registration Start Date	the date that the Unit Standard is effective
Registration end date	the date when the Unit Standard is no longer in effect and requires review and re-registration
Purpose of the Unit Standard	a concise statement of what the individual learner will know and be able to do upon achieving the Unit Standard
Learning Assumed to be in Place and Recognition of Prior Learning	the knowledge, skills and understanding which are assumed to be in place and that support the achievement of the unit standard. It is not intended as a pre-requisite statement for a learning programme.
Unit Standard Range	statements that provide a guide to the scope and context of the specific outcomes. Generally the reader is directed to the outcome range statements
Specific Outcomes	Generally, 4 to 6 specific statements that: <ul style="list-style-type: none"> <li>• capture the purpose of the unit standard by providing detail and context</li> <li>• begin with a verb, contain an object and a modifier</li> </ul>

	<ul style="list-style-type: none"> <li>• reflect the language that is specific and consistent with the language of the sub-field, but can still be generally understood</li> <li>• focus on competence outcomes and avoid describing the specific procedures or methods used to demonstrate competence in order to be inclusive and prevent frequent reviews due to changes/shifts in methods/techniques/technology</li> <li>• focus on outcomes for learning and performance and not descriptions of tasks or jobs.</li> </ul>
Outcome Notes	references to essential embedded knowledge and critical cross-field outcomes related to a specific outcome
Outcome Range	statements that are meant to indicate limits, parameters or restrictions and are not intended to apply to the unit standard
Assessment Criteria	<p>guidelines for assessment to ensure that the assessment will be fair, valid and reliable for each specific outcome. Used to specify the integrated assessment criteria that relate to the demonstration of achievement of the Qualification. The Assessment Criteria also contains:</p> <ul style="list-style-type: none"> <li>• criteria for the registration of internal and external assessors in the sub-field.</li> <li>• guidelines for developing particular assessment tasks at learning programme level. Allows assessors to develop formative and summative methods related to credentialing purposes.</li> <li>• requirements for fair, valid and reliable assessment procedures that make use of tools and methods appropriate to the field, sub-field and level of the qualification. Must allow the learner to reflect achievement through the use of integrative assessment methods and criteria to ensure the qualification has been met across a range of contexts, circumstances, reflectively and repetitively</li> <li>• transparency, to ensure ease of understanding across a range of providers, learning services and learners</li> </ul>
Accreditation and Moderation Options	the methods and bodies necessary for the internal and external moderation of learner. Also includes the registration of assessors, registration of the provider, and moderation requirements. Provides additional criteria appropriate to the qualification, sub-field or level.
Essential Embedded Knowledge	provides details of the knowledge base required to achieve the unit standard. Represents what the learner needs to understand and be able to explain. Should cover names

	and functions, attributes, descriptions, characteristics and properties, sensory cues, events, causes, effects and implications, categories, lists, procedures, regulations and legislation, rules, principles, laws and relationships relevant to the achievement of the Unit Standard.
Critical Cross-field Outcomes	<p>a list of the outcomes that are built into the specific outcomes in the unit standard. This list of outcomes may include all or some of the following:</p> <ul style="list-style-type: none"> <li>• Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made</li> <li>• Working effectively with others as a member of a team, group, organization, or community</li> <li>• Organizing and managing oneself and one’s activities responsibly and effectively</li> <li>• Collecting, analyzing, organizing and critically evaluating information</li> <li>• Communicating effectively using visual, mathematical and/or language skills in modes of oral and/or written persuasion</li> <li>• Using science and technology effectively and critically, showing responsibility towards the environment and health of others</li> <li>• Demonstrating an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation</li> <li>• Contributing to the full personal development of each learner and the social and economic development of the society at large by making it the underlying intention of any programme of learning to make the individual aware of: <ul style="list-style-type: none"> <li>– reflecting on and exploring a variety of strategies to learn more effectively</li> <li>– participating as responsible citizens in the life of local, national and global communities</li> <li>– being culturally and aesthetically sensitive across a range of social contexts</li> <li>– exploring education and career opportunities</li> <li>– developing entrepreneurial opportunities.</li> </ul> </li> </ul>
Unit Standard Notes	recommendations and exemplars designed to assist with the development of the curriculum

## **Section 3**

### **Canadian Tourism Human Resource Council Background**

#### ***The Canadian Tourism Human Resource Council (CTHRC)***

Canada's competency system originated in response to industry labour shortages, inadequate training and poor human resource management practices in the tourism industry in the mid-1980s.

Based on the research, a pilot project was launched in 1986 to develop national occupational standards and certification programs. Occupational standards identify the knowledge, skills and attitudes needed to be competent in the occupation. By defining standards, the industry and the education community have a framework which serves as the basis for training and evaluating the competency of individuals. In time, this would result in higher skill levels and improved job satisfaction for employees as well as increased on-the-job performance and reduced staff turnover for employers. Professional certification is recognition of individuals who meet or exceed the industry defined standards. This industry recognition would improve the career image of the industry and enable employers to attract and retain highly skilled staff. In addition, it would improve workforce mobility as well as individual self-esteem.

The Tourism Industry Standards and Certification Committee (TISCC) was established in 1986 to co-ordinate the development of standards and certification for the industry. TISCC members included representatives from every province and territory in Canada who worked together to share resources, avoid duplication of efforts and ensure consistency of the programs developed.

In 1993, the Canadian Tourism Human Resource Council (CTHRC) was established as a national sector council. The CTHRC included the provincial and territorial representatives from TISCC as well as those from national and provincial tourism industry associations, labour unions, First Nations, government and training and education. The Council established criteria for achieving national status, which included being available in both official languages, and co-ordinated efforts to ratify the standards and certification programs already developed across the country.

To date, the CTHRC has developed over 50 national occupational standards and 26 professional certification programs. In 2004, the Council launched the *emerit* brand for all their products – the occupational standards, professional certification, on-line and paper-based training materials and business resources – and created a system for recognizing the progressive stages towards achieving professional certification.

#### ***National Occupational Standards***

Standards are the skills, knowledge, and attitudes needed to be considered competent in an occupation. Standards are created from a detailed occupational analysis which results in criteria-based performance and knowledge requirements for the job.

In 1989, as a result of recommendations of the Alberta Tourism Hospitality Education and Training Study (ATHETS), the Alberta Tourism Education Council (ATEC) established a process to develop occupational standards and certification for the tourism industry of Alberta. The standards development process was a modified version of two existing processes, Developing a Curriculum (DACUM) and Competency Analysis Profile System (CAPS). This process remains the basis for the national standards development process currently used by the CTHRC.

The standards development process consists of six steps.

### *1. Recruit Subject Matter Experts*

Subject matter experts are recruited from across Canada to serve on working committees. The *industry committee* consists of 8 to 15 individuals selected on the basis of their expertise and commitment to developing standards. This is the core group responsible for attending meetings to define the occupation, review the feedback and validate the standards. The *industry validation committee* consists of 15 to 30 individuals who review the draft standards and provide feedback via email, mail or courier.

The membership of the two industry committees should follow these guidelines:

- at least 80% should be experienced individuals presently working in the occupation
- up to 15% should be immediate supervisors of the occupational category
- not more than 5% should be educators

The committees must include individuals representing:

- a variety of work settings, e.g., rural and urban, large and small,
- different geographic regions across Canada,
- both genders, and
- provincial/territorial and national industry associations

### *2. Conduct the Profile Meeting*

The Profile Meeting begins with introductions and a clear description of the expectations. The goal is to develop occupational standards that reflect competence and meet the needs of the industry in Canada.

The first step is to define the occupation and explain its relationship to related occupations. Then, a *brainstorming session* is conducted to identify the key responsibilities of the occupation. The industry committee is asked to name all that they need to know, be, and do to be competent in the occupation. The ideas generated are recorded on index cards and posted on the wall.

The next step is to sort the ideas into categories. The industry committee is asked to name the major categories or skill areas in the occupation. The names of the categories may undergo several revisions during the discussions. Each one of the cards is reviewed and interpreted by the industry committee before it is placed into an appropriate category. At the end of this stage, all of the cards generated in the brainstorming session will be sorted into the major categories or skill areas within the occupation.

The industry committee is now divided into small groups. Lead by a facilitator, each small group is given two or three of the major categories of cards to further analyze. Committee members are asked to provide detail for the information on each of the cards. This information becomes very specific, and later forms the content of the occupational standards.

After the small group work is completed, the industry committee reconvenes in the large group to review the small group work and the content of the draft standards. The facilitators may seek clarification on terms or ask for behavioural indicators for the performance outcomes.

At this stage, the industry committee is also asked to rank the content in the standards by rating the skills on three dimensions. These dimensions are *relative importance*, *frequency that the skill is performed*, and *level of difficulty*. Lastly, the industry committee is asked to comment on situational factors that affect the job.

By the end of the profile meeting, a draft description of the occupation is complete. The draft contains a job description, the detailed skills associated with the job, ranking of those skills, and situational analysis information.

If an Essential Skills Profile is to be created for the occupation, the additional task work and analysis are conducted in conjunction with the profile meeting. This is a separate but related activity to the development of occupational standards. Essential Skills are also called enabling skills; they are the skills people need for work, learning and life. They provide the foundation for learning all other skills and are the cornerstone of lifelong learning. There are nine Essential Skills:

- Reading Text
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Computer Use
- Continuous Learning, and
- Thinking Skills.

### *3. Prepare the Draft Standards*

The information generated at the profile meeting and through additional research, if required, is compiled into a draft occupational standards document. Additional research may be required to clarify specific topic areas. The research may include:

- conducting site visits
- conducting interviews or surveys with job incumbents, employers, educators or clients/customers
- reviewing labour market statistics and technical information

Once the standards draft is completed, it is edited and then ready for broader review and validation by the industry.

#### *4. Review the Standards*

A review of the standards may be accomplished by holding regional meetings or by mailing the standards to the industry validation committee for review. Either way, the committee members are asked to review the standards and consider the following questions:

- Are the skill and task statements clear, accurate and complete?
- Are any skills or tasks missing?
- Is there any inconsistency or duplication of skills and tasks?
- Are the appropriate terms used?
- Are any skills or tasks included that do not belong in the occupational domain?

The development team collates all of the feedback and comments for presentation to the industry committee.

#### *5. Validate the Standards*

A validation meeting is held to review all of the feedback received and determine the content of the standards. Committee members must ensure the standards accurately reflect the knowledge, skills and attitudes required by job incumbents working across Canada. The industry committee may add, delete or revise the content with the overall goal of clarifying, refining, and elaborating the details whenever possible. Finally, the industry committee is asked to look once more at the order of the categories, the title of the occupation, and the job definition proposed at the profile meeting.

If a certification program is planned for the occupation, some initial development activities, such as drafting a test blueprint, are conducted at the validation meeting.

The agreed upon changes are made to the standards and the validated standards are mailed out for ratification to all committee members in all participating jurisdictions. When a committee member ratifies the standards, he/she accepts them as valid. If a committee member has any concerns, he/she identifies the issues and recommends some type of change. The process to resolve the issue involves:

- notifying all industry committee members of the issue and the recommended change to the standards
- asking industry committee members to consider the recommendation and reply by a specified date.

If agreement is not reached, a conference call will be held with all industry committee members to discuss the matter and reach consensus. Where consensus cannot be reached, majority vote (representing not less than 75% of the committee) determines the outcome.

#### *6. Adapt the Standards*

The final phase of standards development is to adapt the standards into the second official language. The process includes translation, editorial and validation procedures.

### ***Basic Principles of Occupational Standards***

The key to developing realistic and meaningful occupational standards that reflect the requirements of the workplace is to invite industry experts who actually work in the

occupation to participate in the process. Participation by job incumbents in the development of the standards is fundamental.

Furthermore, the criteria-based performance and knowledge requirements for the job should be stated in concrete and specific terms. They must be meaningful, realistic, and easily understood by the various users.

The skills, knowledge and attitudes outlined in the standards must be measurable in a practical way and the assessment tools developed from the standards must be legally defensible.

### ***The Components of Occupational Standards***

Occupational standards contain 4 main components:

- *Major categories* – a major category identifies a general activity within the occupation. An occupation typically consists of five to ten major categories. Each major category contains one or more skill areas within the general activity.
- *Skills* – a skill identifies a general skill area within the general activity. Each skill contains one or more subskills.
- *Subskills (or standards)* – a subskill outlines a specific knowledge or performance skill within a general skill area. Each subskill contains a subskill statement and the details or content of the subskill.
- *Content or details* – the content or details of the subskill or standard outlines how the subskill can be achieved, i.e., the knowledge or performance required.

The standard also contains information about the frequency, relative importance, cognitive taxonomy, and level of difficulty of the task.

- *Importance* – Importance refers to the significance and consequence of the skill (or cluster of skills) relative to the overall job.

Sample scale for rating importance of tasks:

1 = Not important: performance of this skill is not essential to the job

2 = Somewhat important: performance of this skill is minimally necessary to the job

3 = Important: performance of this skill is moderately essential to the job

4 = Very important: performance of this skill is essential to the job

5 = Extremely important: performance of this skill is critical; non- performance poses a risk

- *Frequency* – Frequency refers to the rate of occurrence of the skill (or cluster of skills).
- *Cognitive Taxonomy* – Cognitive taxonomy is a system of classifying knowledge task acquisition. The system is based on Benjamin Bloom's model and outlines the complexity levels of knowledge tasks. For example, the four levels of the taxonomy are defined as follows:

**Level 1 Knowledge Recall and Basic Comprehension** – the ability to recall and recognize previously learned knowledge. Typical verbs that help to identify a skill/skill cluster as fitting this category are *list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name,*

*summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, and extend.*

**Level 2 Application and Interpretation of Skills** – the ability to understand and infer or apply information or data. Typical verbs that help to identify a skill/skill cluster as fitting this category are *apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, and discover.*

**Level 3 Analysis** – the ability to analyze, explain, and sort data in a meaningful way. Typical verbs that help to identify a skill/skill cluster as fitting this category are *analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, and infer.*

**Level 4 Problem Solving, Synthesis, and Evaluation** – the ability to use knowledge and apply distinct criteria to resolve a problem and/or make an appropriate decision. Typical verbs that help to identify a skill/skill cluster as fitting this category are *combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, formulate, prepare, generalize, rewrite, assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, and summarize.*

- **Difficulty** – Difficulty defines the level of effort, challenge, and complication associated with the performance of the skill (or cluster of skills).

## ***Professional Certification***

Professional certification is designed to identify and recognize individuals who meet the industry standard that defines competence in the occupation. The industry standard is established at an expert, rather than entry level.

Certification is a voluntary, challenge model which means there is no requirement to complete any specific education or training or to join an association in order to qualify. The intent is to recognize competence not to regulate or control industry practices. Therefore, certification is designed for those already working in the profession and always has a work experience requirement.

Professional certification is based on a formal process of assessment designed to confirm that an individual has the skills and knowledge to perform the job competently. The formal assessment consists of a multiple-choice written examination and a practical performance or industry evaluation. The development process for the assessment tools follows.

## ***Testing Blueprints or Specifications***

The first step is to develop a test blueprint. Test blueprints are documents that contain information to inform decisions on the development of tests and the assessment of candidates. Test blueprints establish how the test items are developed and selected for an examination. This includes the number of items by each major category of the standards as well as the total number of items to be developed or selected for a single form of the exam. Test blueprints are created with input from the industry committee to ensure that the knowledge component of the occupational standards is adequately tested and to ensure that the different examination forms that may be generated over a period of time are equivalent.

## ***Examination Criteria and Development***

A multiple-choice examination is part of every certification program. The structure, format, and taxonomy of the test items are carefully controlled to ensure that psychometric requirements are met.

Multiple-choice examinations can measure a wide variety of learning outcomes. They are easy and generally inexpensive to score and allow for easy capture of statistics on the performance of each test item, thus making it possible to continually improve the validity of the item bank. Testing experts consider this form of assessment to be reliable as it can be easily defended. However, these advantages are only realized if test items are well written and validated.

The CTHRC uses the following rules to develop multiple-choice test items:

The stem or question must:

- be meaningful and present one problem or task
- present all relevant information clearly and concisely
- be grammatically correct and logically related to the alternatives
- be stated in positive terms

The alternatives or options must:

- have only one correct or clearly best answer
- be consistent in length and structure
- be of similar types or categories of answers
- be presented in a logical order, if one exists, e.g., alphabetical order or in ascending or descending order
- avoid qualifiers, ambiguous, or indefinite words, such as *all of the above*, *none of the above*, *always*, *frequently*, *best*, *most*, or *never*
- avoid verbal associations or repetition of key words in the stem and in the answer
- be mutually exclusive and not overlapping, e.g., if a series of percentages is used for the alternatives, each range must be unique

The distractors or wrong answers must be plausible, but not correct

Overall, the test items must:

- test the essence of the standard, without using the exact words contained in the standard
- avoid jargon and slang
- avoid references to racial or ethnic identity, gender, age, or religious beliefs
- avoid using stereotypical situations
- be written in language appropriate to the education level of the test takers, and at a level that is required for practice; all items should be written at the same reading level
- be written in the third person

After the test items are drafted, pilot forms of the exam are generated according to the test blueprint. The pilot test is a test of the examination itself. Its purpose is to collect statistical

evidence to show if the examination tests what it is supposed to test. Pilot testing requires two groups of individuals to write the exam – an industry group and a control group. The industry group must represent the target population. They should have the required experience and meet the eligibility criteria. The control group consists of individuals who are not familiar with the occupation.

The control and industry groups write the pilot examination, which emulates the test form to be used in actual test situations, under normal testing conditions. The writers are asked to record their answers as well as any comments they have about the items directly on the exam form. The exam forms and answer sheets are returned to the CTHRC for compilation, scoring, and analysis.

From the pilot tests, two types of statistics are generated and compared for each of the pilot groups. It is expected that the industry group will score higher than the control group. By comparing statistics and considering how well the items performed (e.g., difficulty, discrimination, and plausible distractors), decisions can be made about how to improve the items.

Statistics are generated for evaluating the test items based on:

- item difficulty, also referred to as *p-value* or *proportion-endorsing* and
- item discrimination, also referred to as a *point biserial correlation coefficient*.

Item-difficulty statistics identify how many writers selected each of the respective options. The *p-value* is the proportion or percentage of respondents selecting the option. The number is in the form of a decimal, which can be interpreted as a percentage out of 100. If the p-value is low, the test item is considered more difficult because fewer individuals selected that response, and conversely, higher values are associated with easier items.

Item-discrimination or *point biserial* statistics identify how many high scorers answered the test item correctly. In other words, those who scored well on the examination are expected to answer most items correctly. This statistic indicates how well the item is able to separate the higher scoring examinees from the lower scoring examinees. It indicates how well the item differentiated between those examinees who did well on the total examination and those who did not.

The point biserial ranges from  $-1.00$  to  $+1.00$ . The closer the point biserial is to  $+1.00$ , the better the item. If the test item is performing well, the correct answer should have a positive point biserial and the distractors should have negative point biserials.

The test items and statistical analyses are presented to the industry committee at the testing review meeting. At the testing review meeting, the industry committee is asked to review, revise and set a level of performance on each test item.

Setting a level of performance (LOP), also known as *standard setting*, is the method used to establish a cutoff or passing score for the exam. There are several criterion-referenced methods in use for setting a passing score for an exam. The CTHRC has adopted a modified Angoff method to set the level of performance on certification exams. This method requires a

group of job experts to estimate how many minimally competent examinees would answer an item correctly. The estimate is determined by averaging the individual estimates made on the item. The mean score is the Angoff rating.

After the results are compiled for all the items, the mean of the sum of the ratings is computed. This mean represents the *cut score* or level of performance that an examinee must achieve in order to pass the examination. The test item performance statistics will be collected over time and the test items will be reviewed regularly in order to maintain and continually improve the test bank.

### ***Performance Evaluation Development***

The performance evaluation or *industry evaluation* is used to evaluate how well an individual performs the key performance skills of the job. To develop this evaluation, the industry committee considers all of the performance skills in the standards and selects those that represent the “essence” of the job. The skills committee members believe must be demonstrated to prove competence. Once the skills are selected, the committee develops a strategy to evaluate the skills. There are four types of strategies to evaluate performance skills, including:

- incognito observation – the candidate is observed, while on the job, by a certification evaluator/assessor who poses as a client/guest, e.g., *silent shopper*
- direct observation – the candidate is observed in a simulated situation where an individual is trained to play the part of a client, customer or colleague; designed situations ensure that every candidate is exposed to the same assessment
- case study – the candidate is provided a case or problem to solve, and is asked to respond in a written form, e.g., an essay, a plan, a diagram, a representation of a task done as part of the job
- structured interview – the candidate is asked a set of standardized questions within specific contexts

Once the strategy is selected and detailed, the committee practices the evaluation in an actual or simulated working environment. The evaluation is then revised based on the experience. Qualified evaluators/assessors then pilot test the draft evaluation across Canada and finalize it.

The performance evaluation must meet the following criteria:

- be based on the occupational standards
- be designed to test practical competence
- yield outcomes that are easily interpreted
- be practical, cost effective and be conducted with a minimum of disruptions to the workplace
- respect and protect the rights and welfare of the candidates

The intent of the performance evaluations is to design assessment strategies that are practical and set in the workplace context.

## ***Experience Criteria***

Certification is awarded once a candidate has successfully demonstrated competency. The three core requirements, the written exam, the performance evaluation and work experience, form the basis for determining whether a candidate may be certified in the occupation.

Work experience is key to defending the relevancy of certification. Competency infers the ability to apply and perform the skills in the workplace, and therefore a work experience requirement is determined by the industry committee at the testing review meeting. To establish how much experience is required, the industry committee is asked to reflect on the complete scope of skills and to determine how long it would take a person new to the job to reasonably master the skills. The committee is guided by a few principles:

- experience refers to experience in the skills or tasks associated with the job, which does not necessarily mean that the candidate be employed in the very same occupation, i.e., the complete scope as defined by the standards
- the amount of experience that is determined must be fair and attainable, reflecting a reasonable level
- the varying contexts in which the occupation or skills are performed must be considered, so that the established level of experience can apply to all contexts in which the occupation or skills may be performed

## ***Certification Evaluators/Assessors***

The minimum requirements for certification evaluators/assessors are they:

- be trained to conduct evaluations
- pass the written exam for the occupation
- be certified in the occupation or have the required work experience in the occupation

The requirements for evaluators/assessors are reviewed and updated as each certification program is reviewed by the industry.

Certification evaluators/assessors are recruited/hired by the local TEC. An individual may serve as an evaluator/assessor only when he/she has no affiliation with the candidate being assessed. Evaluators/assessors are representatives of the emerit certification program, the local tourism education council, and of industry professionals in general. In order to serve this role, they follow professional and ethical guidelines and are required to sign a form attesting to the proper management of the process and the information to which they are exposed.

## ***Four Levels of Recognition***

In order to achieve professional certification, an individual can challenge the process or progress through the four levels of recognition over time. The four levels of recognition include:

- *The Tourism Essentials Certificate* – a foundation credential granted to learners who demonstrate the mastery of the knowledge and skills required to obtain an entry-level, frontline job in the tourism sector. This credential is awarded to those who successfully

challenge the multiple-choice exam and have completed 30 hours of workplace or career preparation.

- *The Occupational Knowledge Certificate* – a credential granted to people seeking recognition for their mastery of the knowledge of the standards for a specific occupation. It is awarded to those who successfully complete the certification knowledge exam and can be used as credit towards Professional Certification.
- *The Occupational Experience Certificate* – a credential granted to people seeking recognition for industry experience, as well as their mastery of the knowledge of the standards for a specific occupation. It is awarded to those who successfully complete the certification knowledge exam and can demonstrate completion of 30% of the required experience needed for Professional Certification.
- *Professional Certification* – a credential granted to industry professionals seeking recognition for the requisite industry experience, mastery of the knowledge of the standards and mastery of the practical performance skills.

## Section 4

### Requirements for Events Credentials

This section will provide a summary of the requirements for the South African National Diploma in Event Coordination and the Canadian Event Coordinator and Event Manager certification programs.

#### ***SAQA National Diploma: Event Coordination 20613***

The registered qualification National Diploma: Event Coordination 20613 is included in this report as Appendix A.

This qualification consists of 30 registered unit standards (See Figure 1); 16 are Core standards which are compulsory and specific to events; nine are Fundamental standards and five are Elective. The standards vary in credit value from 3 to 35 credits. One credit equals approximately 10 hours of training. .

Figure 1

#### UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	8600	Care for Customers	Level 4	3
Core	8490	Contribute to sustainable tourism in South Africa	Level 4	4
Core	8480	Introduce South Africa to tourists	Level 4	7
Core	8598	Introduce South African heritage to tourists	Level 4	7
Core	8608	Operate in the national and international event industry	Level 4	3
Core	8551	Oversee arrival and departure of customers	Level 4	3
Core	8609	Understand the inter-relatedness of event elements	Level 4	20
Core	13482	Co-ordinate an event	Level 5	12
Core	10993	Conduct an integrative project in the workplace	Level 5	40
Core	14806	Design an event	Level 5	10
Core	13483	Evaluate an event to ensure sustainable events	Level 5	3
Core	9224	Implement policies regarding HIV/AIDS in the workplace	Level 5	4
Core	7868	Monitor and maintain health, safety and security	Level 5	4
Core	13484	Perform successful event administration	Level 5	8
Core	13485	Plan an event	Level 5	10
Core	13486	Research an event	Level 5	4
Fundamental	7547	Operate a personal computer system	Level 2	6
Fundamental	8618	Organise oneself in the workplace	Level 2	3
Fundamental	8662	Analyse and communicate workplace data	Level 5	5
Fundamental	9242	Analyse external factors influencing people who have special needs	Level 5	4
Fundamental	8647	Apply workplace communication skills	Level 5	10
Fundamental	8648	Demonstrate an understanding of professional values	Level 5	4

		and ethics		
Fundamental	8664	Examine social features as pertaining to the workplace	Level 5	4
Fundamental	8665	Lead a team	Level 5	4
Fundamental	8663	Plan and conduct a research project	Level 5	6
Elective	7818	Conduct on-the-job coaching	Level 5	5
Elective	7878	Prepare and Maintain Financial Records and Statements	Level 5	12
Elective	14807	Produce a safe and successful event within a specific event subfield	Level 5	35
Elective	7889	Manage quality in the organisation	Level 6	6
Elective	7888	Monitor staff performance	Level 6	5

To achieve this qualification, the learner must:

- have NQF Level 4 literacy, numeracy and communication skills
- achieve 245 credits by completing the training provided by an Education and Training Quality Assurance (ETQA) accredited training provider
- be able to demonstrate the following exit level outcomes:
  - Generate and consider options for designing and managing an event that meets client expectations.
  - Identify the most appropriate design consistent with client expectations and resources available, and decide on a strategy for managing the event.
  - Explain reasons for design decisions and management decisions as well as what was taken into account in making the decisions.
  - Manage the event to the satisfaction of the client and to professional standards expected by the industry, while continuously monitoring and adapting performance as required.
  - Explain major decisions and actions taken during the course of managing the event.
  - Evaluate own performance and identify areas for improvement.
  - Reflect on the situations and ways in which self-learning occurs.
  - Develop ideas for improving both performance and learning in future.

Assessment of the learner is carried out by an ETQA accredited assessor, who is responsible for ensuring that the learner has achieved the required knowledge and skills. They are charged with providing an integrated assessment to ensure learners are able to integrate concepts, ideas and actions across the unit standards and use assessment tools that can assess both the practical and theoretical aspects of the field of study.

Currently there is no ETQA accredited provider of the unit standards.

It should also be noted that this qualification can also be achieved in part or in whole by Recognition of Prior Learning (RPL).

### ***Canadian Tourism Human Resource Council Event Coordinator and Event Manager***

CTHRC certification is a voluntary, challenge model process designed for those already working in the profession. Professional certification is based on a formal process of

assessment designed to confirm that an individual has the skills and knowledge to perform the job competently. The CTHRC ensures that the assessment tools are based on occupational standards and are developed and administered according to legally defensible and generally accepted psychometric principles and standards.

The formal assessment consists of a multiple-choice written examination and a practical performance or industry evaluation. The written examinations are managed by the provincial or territorial tourism education council. The performance evaluations are conducted by trained certification evaluators. There is also a work experience requirement but there is no mandatory training.

It should be noted that the knowledge and performance assessment components that make up the CTHRC challenge model certification process can also be used for assessing prior knowledge based on the occupational standards.

The certification requirements for Event Coordinator and Event Manager are as follows:

**EVENT COORDINATOR:**

**Prerequisites** - None

**Knowledge evaluation** - 100 item multiple choice examination

**Performance evaluation** - Case study, interview

**Work experience** - 1500 hours within a 3 year period; must be complete prior to challenging the Performance Evaluation

**EVENT MANAGER:**

**Prerequisites** - Event Coordinator certification

**Knowledge evaluation** - 100 item multiple choice examination

**Performance evaluation** - Interview

**Work experience** - 1500 hours within a 3 year period; must be complete prior to challenging the Performance Evaluation

An individual may challenge both certification processes at the same time. The requirements do not change, the only difference is that the prerequisite for Event Manager, which is completion of the Event Coordinator certification, is waived. In this way, both the EVC and the EVM exams may be written at the same time and, once the work experience requirements have been met, both performance evaluations may be completed. Details are as follows:

**EVENT COORDINATOR/EVENT MANAGER Combined:**

**Prerequisites** – None, both processes are taken simultaneously

**Knowledge evaluation** – EVC examination 100 items, EVM examination 100 items

**Performance evaluation** – EVC Case study, interview, EVM interview

**Work experience** - 3000 hours within a 5 year period with 1500 hours as an EVM; must be complete prior to challenging the Performance Evaluations

## **Section 5**

### **Assumptions and Limitations**

#### ***Assumptions:***

In order to complete the comparative analysis, the following assumptions have been made:

1. Language is being interpreted correctly. English is an official language of both countries. It is assumed that the language of the events industry is international.
2. The comparison of the two systems SAQA and the CTHRC would be based on standards.
3. The standards for both the SAQA and CTHRC systems include and apply to all types of events.

#### ***Limitations:***

The limitations of the research and the research team include the following:

- The primary technique for data collection was a literature review.
- The literature review was limited to the available documentation including the current versions of the unit standards and occupational standards posted on the SAQA and CTHRC websites.
- Members of the research team have been involved with the development of occupational standards and certification programs for the Events industry in Canada since 1990. As a result, they may have a better understanding of the organization and presentation of the Canadian standards than that of the South African Unit Standards. This may result in fewer misinterpretations of the Canadian content.

## Section 6

### Method of Comparison and Analysis

The first step was to identify the SAQA Registered Qualifications in the event industry that would be compared to the CTHRC Event Coordinator and Event Manager standards. There are two registered qualifications under Field 11 Services; Sub-Field Hospitality, Tourism, Travel, Gaming and Leisure. These are the National Diploma: Event Coordination 20613 and the Master of Arts: Event Management 19311. Another qualification, a National Diploma: Event Management 57671 was identified under Field 03 Business, Commerce and Management Studies; Sub-Field: Marketing. The Master of Arts: Event Management 19311 and the National Diploma: Event Management 57671 were not included in the research because they are not based on unit standards and provide no basis for comparison.

A comparison of the SAQA Unit Standards for the National Diploma: Event Co-ordination and the CTHRC Occupational Standards for Transferable Skills, Event Co-ordinator and Event Manager was conducted to determine the extent of similarity between the two systems.

The comparison of the two systems was completed in stages. The first stage was to review the **SAQA Registered Qualification for the National Diploma: Event Co-ordination**. This document contains information such as the purpose and rationale of the qualification; recognition of prior learning, exit level outcomes; associated assessment criteria, international comparability, moderation options and the list of unit standards that are required for this qualification. See *Appendix A – SAQA Registered Qualification 20613 National Diploma: Event Co-ordination*.

There are 30 SAQA Unit Standards that are required for the National Diploma in Event Co-ordination, including:

- 8600 Care for customers
- 8490 Contribute to sustainable tourism in SA
- 8480 Introduce SA to tourists
- 8598 Introduce SA heritage to tourists
- 8608 Operate in the national and international event industry
- 8551 Oversee arrival and departure of customers
- 8609 Understand the inter-relatedness of event elements
- 13482 Co-ordinate an event
- 10993 Conduct an integrative project in the workplace
- 14806 Design an event
- 13483 Evaluate an event to ensure sustainable events
- 9224 Implement policies regarding HIV/AIDS in the workplace
- 7868 Monitor and maintain health, safety and security
- 13484 Perform successful event administration
- 13485 Plan an event
- 13486 Research an event
- 116932 Operate a personal computer system
- 8618 Organise oneself in the workplace

- 8662 Analyse and communicate workplace data
- 9242 Analyse external factors influencing people who have special needs
- 8647 Apply workplace communication skills
- 8648 Demonstrate an understanding of professional values and ethics
- 8664 Examine social features as pertaining to the workplace
- 8665 Lead a team
- 8663 Plan and conduct a research project
- 7818 Conduct on-the-job coaching
- 7878 Prepare and maintain financial records and statements
- 14807 Produce a safe and successful event within a specific event subfield
- 7889 Manage quality in the organization
- 7888 Monitor staff performance

The SAQA unit standards are available on the SAQA website. See *Appendix B SAQA Registered Unit Standard 8665 Lead a Team*. A unit standard contains the following information:

- the unit standard number and unit standard title
- the Standards Generating Body, Field and Sub-Field
- the National Qualifications Framework (NQF) Level
- credit (expressed in notional hours of learning time)
- learning assumed to be in place and recognition of prior learning
- purpose of the standard - a statement of what the learner will know and be able to do upon achieving the unit standard
- unit standard range - statements that provide a guide to the scope and context of the specific outcomes
- specific outcomes - statements that provide detail and context for the expected learning and competence outcomes; may include outcome notes and/or outcome ranges
- assessment criteria - guidelines for assessment to ensure that the assessment will be fair, valid and reliable for each specific outcome
- essential embedded knowledge - provides details of the knowledge base required to achieve the unit standard
- critical cross-field outcomes - a list of the outcomes that are built into the specific outcomes in the unit standard, and
- unit standard notes - recommendations and exemplars designed to assist with the development of the curriculum.

The second stage of the project was to create **comparison tables**. Comparison tables would permit a close examination of the content outlined in each of the South African unit standards and would enable a process of matching comparable content from the Canadian occupational standards. Thirty comparison tables were created, one for each of the SAQA unit standards.

In the Canadian system, the Transferable Skills standards are essential entry-level skills. These skills are assumed to be covered and built upon in the front line, supervisory and management level occupations and are included in the comparison for that reason. Event Co-ordinator is considered a front line occupation and Event Manager is considered a management level occupation.

The information from the SAQA unit standard was recorded in the left hand side and the matching content from the CTHRC standards was recorded in the appropriate section in the right hand side of each table. A sample comparison table is presented on the following pages. This comparison table is for the SAQA unit standard number 8665 entitled LEAD A TEAM. *See Appendix G to review all 30 Comparison Tables.*

<b>COMPARISON TABLE for Unit Standard 8665 LEAD A TEAM</b>	
<b>SAQA Registered Unit Standard</b>	<b>CTHRC Standard Equivalent</b>
<b>8665 LEAD A TEAM</b> <b>SGB Hospitality, Tourism, Travel, Leisure and Gaming</b> <b>Field 011 – Services</b> <b>Subfield Hospitality, Tourism, Travel, Gaming and Leisure</b> <b>NQF Level 5</b>	EVC A1.3 Co-ordinate committees EVC F1.2 Demonstrate leadership  EVM A1.7 Oversee committees
<b>4 credits = 40 notional hours of learning</b>	<b>No credit allocation or hours of learning</b>
<b>Purpose of Unit Standard:</b> A person assessed as competent against this unit standard will be able to:  Use theory of teams to effectively lead teams of people in the learning and workplace environment. The learner must be able to identify the purpose and structure of a wide range of teams, taking into account factors such as teams dynamics, culture and organisation.  This competence will enhance the ability of learners and workers to participate in teams. It will also contribute to ensuring that teamwork is more effective in workplaces and in provider organisations, as well as contribute to transforming workplaces into sites of learning.	<b>Introduction:</b> A person assessed as competent will be able to co-ordinate and lead committees/teams to complete projects..
<b>Learning Assumed to be in Place and Recognition of Prior Learning</b> No prior learning is assumed.	<b>Learning Assumed to be in Place and Recognition of Prior Learning</b> None
<b>Unit Standard Range</b> Guides to the scope and complexity of the specific outcomes and essential embedded knowledge are provided in ranges/points beneath each. These are prefaced by "e.g." since they are neither comprehensive nor necessarily appropriate to all contexts. Alternatives must however be comparable in scope and complexity.	<b>Unit Standard Range</b> Range statements are provided under each subskill statement to identify the knowledge, skills and/or attitudes which are covered.
<b>Specific Outcomes:</b> 1. Identify the structure and purpose of a wide range of teams. <i>Outcome Notes:</i> <ul style="list-style-type: none"> <li>Identify the structure and purpose of a wide range of teams across a wide range of workplaces and learning environments.</li> </ul> <i>Outcome Range:</i> <ul style="list-style-type: none"> <li>Structure includes team organisation, working dynamics and culture.</li> </ul>	<b>Standards:</b> EVM A1.7 Oversee committees <i>Outcome Range:</i> <ul style="list-style-type: none"> <li>Establish committee requirements</li> <li>Select or recommend committee chairperson and/or members</li> <li>Assist committees as necessary</li> </ul>
2. Lead a team in planning and carrying out roles and responsibilities. <i>Outcome Notes:</i> <ul style="list-style-type: none"> <li>Lead a team in planning and carrying out the roles and responsibilities required to work in a team in the workplace and learning environment.</li> </ul>	EVC A1.3 Co-ordinate committees <i>Outcome Range:</i> <ul style="list-style-type: none"> <li>Outline tasks for committee to complete</li> <li>Create operational guidelines</li> <li>Ensure that committee is aware of decision-making process</li> <li>Set up system for regular communication</li> <li>Provide direction as needed</li> <li>Assist committees as necessary</li> </ul>

	<p>EVC F1.2 Demonstrate leadership</p> <p><i>Outcome Range:</i></p> <ul style="list-style-type: none"> <li>• exhibit a positive attitude</li> <li>• use group facilitation skills and knowledge</li> <li>• respect personal limitations of others</li> <li>• accept responsibility</li> <li>• use authority appropriately</li> </ul>
<p>3. Ability to describe and explain factors affecting particular teams.</p> <p><i>Outcome Notes:</i></p> <ul style="list-style-type: none"> <li>• Evaluate two theories in terms of their ability to describe and explain factors affecting particular teams.</li> </ul>	No equivalent
<p>4. Ability to describe and explain the influence of organisational structure on team members &amp; teams.</p> <p><i>Outcome Notes:</i></p> <ul style="list-style-type: none"> <li>• Evaluate two theories in terms of their ability to describe and explain the influence of organisational structure on team members and teams.</li> </ul>	No equivalent
<p>5. Lead a team in reviewing the effectiveness of the team.</p> <p><i>Outcome Notes:</i></p> <ul style="list-style-type: none"> <li>• Lead a team in reviewing the effectiveness of the team and the individual's participation in the team within workplace and learning environments.</li> </ul>	<p>EVC A1.3 Co-ordinate committees</p> <p><i>Outcome Range:</i></p> <ul style="list-style-type: none"> <li>• Provide guidelines to evaluate operations</li> <li>• Assist committees as necessary</li> <li>• Make adjustments as required</li> </ul>
<p><b>ASSESSMENT CRITERION 1</b></p> <p>The assessment of a person against this standard should meet the requirements of established assessment principles.</p> <p>It will be necessary to develop assessment activities and tools which are appropriate to the contexts in which the skills will be applied. These activities and tools may include an appropriate combination of self assessment and peer assessment; formative and summative assessment; and portfolios and observations.</p> <p>The assessment should ensure that all the specific outcomes, critical cross-field outcomes, and essential embedded knowledges are assessed.</p> <p>1. The specific outcomes must be assessed through observation of performance. Supporting evidence should be used to prove competence of specific outcomes only when they are not clearly seen in the actual performance.</p> <p>2. Essential embedded knowledge must be assessed in its own right, through oral and written evidence. It cannot be assessed only through seeing the knowledge being applied.</p> <p>3. The specific outcomes and essential embedded knowledge must be assessed in relation to each other. If the person being assessed is able to explain the essential embedded knowledge but is unable to perform the specific outcomes,</p>	

<p>they should not be assessed as competent. Similarly, if they are able to perform the specific outcomes but are unable to explain or justify their performance in terms of the essential embedded knowledge, they should also not be assessed as competent.</p> <p>4. Evidence of the specified critical cross-field outcomes should be found both in performance and in the essential embedded knowledge.</p>	
<p><b>Unit Standard Essential Embedded Knowledge:</b> The person acquiring this unit standard should be able to demonstrate a knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. Structure and functions of a wide variety of teams in a wide variety of workplaces and learning environments.</li> <li>2. At least two established theories dealing with factors influencing teamwork.</li> <li>3. How to lead a team in evaluating team effectiveness of the role of individuals in a team.</li> <li>4. At least two theories of the influences which of social structure on individual and team performance.</li> </ol>	<p><b>Knowledge is embedded in:</b> EVC A1.3 Co-ordinate committees EVC F1.2 Demonstrate leadership EVC F2.1 Define communication</p> <p>EVM A1.7 Oversee committees</p>
<p><b>Critical Cross-field Outcomes (CCFO):</b></p> <p><b>Unit Standard CCFO Working</b> Working effectively with others as a member of a team, group, organisation or community - relates to all outcomes.</p>	<p><b>Standards:</b></p> <p>EVC F1.3 Manage multiple priorities</p>
<p><b>Unit Standard CCFO Organising</b> Organising and managing oneself effectively – relates to all outcomes.</p>	<p>EVC F1.1 Be professional</p>
<p><b>Unit Standard CCFO Communicating</b> Communicate effectively – relates to all outcomes.</p>	<p>EVC F2.2 Speak effectively EVC F2.3 Communicate in writing</p>
<p><b>Unit Standard CCFO Contributing</b> Contributing to the personal development of learners and the society and economy, by participating as responsible citizens in the life of local, national and global communities - relates to all outcomes.</p>	<p>EVC F1.1 Be professional</p>
<p><b>Unit Standard Notes</b></p> <p>Assessment case studies and other supplementary to be developed through the learnership pilots.</p>	<p>No equivalent</p>

For the purpose of this project, the focus was on the specific outcomes within each SAQA unit standard because they “capture the purpose of the unit standard by providing detail and context” and because they most closely resemble the content or details provided in the CTHRC occupational standards.

Each specific outcome is identified by the unit standard number (8665) and the specific outcome number, for example, 8665.1. The specific outcome statements are listed in the order they appear. Each specific outcome may include outcome notes or an outcome range which provides additional information intended to clarify the specific outcome. All the content of the SAQA specific outcome was copied directly from the unit standard.

Three sets of CTHRC occupational standards were used for this comparison, including Transferable Skills, Event Coordinator and Event Manager standards. The CTHRC standard was identified by the occupation prefix (TRS, EVC or EVM), the major category (A, B, or C), and the standard or subskill number (1.2, 1.3, or 1.4). An example of the referencing system for the CTHRC standards is *EVC B1.1 Develop site plan*. The matching CTHRC standard content was selected and recorded under the standard reference as an outcome range. Whenever no equivalent was found, it was noted.

All of the CTHRC occupational standards referenced to the specific outcomes of the SAQA unit standard were listed in the top, the right box of the comparison table. This would serve as a summary and quick reference.

Four additional categories of information were taken from the SAQA unit standards, including:

- Assessment Criteria
- Essential Embedded Knowledge
- Critical Cross Field Outcomes (CCFOs), and
- Unit Standard Notes

The *Assessment Criteria* contains guidelines to ensure fair, valid and reliable assessment for each specific outcome. It may also contain criteria for an integrated assessment for the Qualification. No CTHRC equivalent exists.

The *Essential Embedded Knowledge* contains details of the knowledge base required to achieve the unit standard. All of the CTHRC standards that were referenced to the specific outcomes were recorded in this area because the knowledge and performance components of these standards are combined. In addition, any applicable knowledge only standards were included.

The Critical Cross Field Outcomes (CCFOs) contains a list of the outcomes that are built into the specific outcomes in the unit standard. These outcomes include soft skill areas such as identifying and solving problems, working effectively with

others as a member of a team, organizing and managing oneself, and communicating effectively. Equivalent standards from the CTHRC were matched to the CCFOs. These generally consisted of the soft skills from the professionalism and communication categories. See *Section 9 Irregularities with SAQA and CTHRC Standards* for further discussion of this category of skills.

The next stage was to analyze the gaps from both perspectives. First, to determine how well or how poorly the CTHRC occupational standards matched the SAQA Unit Standards, the comparison tables were reviewed to identify the SAQA content that was covered as well as the SAQA content that was not covered by the CTHRC standards. A chart summarizing the findings was created. It consists of three columns: the first column contains a list of the SAQA Unit Standards as well as the specific outcomes contained in each; the second column contains the CTHRC standards that match each of the specific outcomes; and the third column contains comments explaining the extent to which the specific outcome is covered. See *Figure 1* for a sample section of the SAQA Gap Analysis Chart. The complete *SAQA Gap Analysis Chart* is available in *Appendix C*.

Then, to determine how well or how poorly the SAQA Unit Standards matched the CTHRC occupational standards, the comparison tables were reviewed again to identify the CTHRC content that was covered as well as the CTHRC content that was not covered by the SAQA Unit Standards. A chart summarizing the findings was created. It consists of three columns: the first column contains a list of the CTHRC standards; the second column contains the SAQA specific outcomes that match each of the CTHRC standards; and the third column contains comments explaining the extent to which the standard is covered. See *Figure 2* for a sample section of the CTHRC Gap Analysis Chart. The complete *CTHRC Gap Analysis Chart* is available in *Appendix D*.

The next stage was to review the gaps from both the SAQA and the CTHRC perspectives. Finally, discussion and comments about the research were developed and collated. See *Appendix E SAQA Analysis* and *Appendix F CTHRC Analysis*.

**Figure 1: Sample section of the SAQA Gap Analysis Chart**

<i>SAQA Unit Standards and Specific Outcomes</i>	<i>CTHRC Referenced Standard</i>	<i>Comments</i>
<b>7868 Monitor and maintain health, safety and security – NQF Level 5</b>		
1. Explain how to access the building layout and describe the evacuation procedures.	EVC B1.1 Develop site plan EVC B1.17 Co-ordinate security and emergency services	All of 7868.1 is covered in EVC B1.1 and EVC B1.17
2. Explain the reasons for frequent inspections of safety and fire fighting equipment.		No equivalent for 7868.2.
3. Demonstrate the security and safety procedures in a particular area of work.	EVC B1.17 Co-ordinate security and emergency services	All of 7868.3 is covered in EVC B1.17
4. Identify potential problems and make recommendations on adjustments or improvements.	EVC D1.2 Adhere to risk management plan	All of 7868.4 is covered in EVC D1.2
5. Decide what information concerning safety and security needs to be communicated to staff.	EVC B1.17 Co-ordinate security and emergency services	All of 7868.5 is covered in EVC B1.17
6. Analyse stores, public areas and private offices.	EVC B1.1 Develop site plan	All of 7868.6 is covered in EVC B1.1
7. Make suggestions on ways to improve security and safety procedures.	EVC D1.2 Adhere to risk management plan	All of 7868.7 are covered in EVC D1.2
8. Compile a list of specialists that would be able to provide input.	EVC B1.17 Coordinate security and emergency services EVC D1.1 Comply with legislation EVC D1.2 Adhere to risk management plan	Part of 7868.8 is covered in EVC B1.17, EVC D1.1 and EVC D1.2

**Figure 2: Sample section of the CTHRC Gap Analysis Chart**

<i>CTHRC Standards</i>	<i>SAQA Referenced Standard</i>	<i>Comments</i>
EVC C1.4 Set up contests		No equivalent
EVC C1.5 Organize sponsor and donor appreciation programs	13482.4 Oversee resources 14806.3 Identify key event stakeholders and design a plan to involve them	All of EVC C1.5 is covered in 13482.4 and 14806.3
EVC D1.2 Adhere to risk management plan	7868.4 Identify potential problems and make recommendations on adjustments or improvements 7868.7 Make suggestions on ways to improve security and safety procedures 7868.8 Compile a list of specialists that would be able to provide input	Part of EVC D1.2 is covered in 7868.4, 7868.7 and 7868.8.

## Section 7

# Discussion and Analysis of the SAQA Content Not Covered by CTHRC

The review of the Comparison Tables identified the SAQA content that was covered as well as the content that was not covered or only partially covered by the CTHRC standards. For complete details, see *Appendix C SAQA Gap Analysis Chart*.

This section will identify and provide rationale for the SAQA content that is not covered by the CTHRC standards.

### ***Difference in Approach***

The fact that some of the SAQA content is not covered by CTHRC standards can be attributed to the fundamental difference in the approach taken and the purposes for the SAQA and CTHRC standards (See Section 3). Some of the SAQA content that is not covered is a result of the focus on classroom-based training. The following specific outcomes or unit standards reflect this orientation towards classroom-based training.

#### **8490 Contribute to sustainable tourism in SA – NQF Level 4**

1. Demonstrate a good understanding of ethics and values
2. Apply an understanding of the different roles, relationships, responsibilities, and expectations

#### **8598 Introduce SA heritage to tourists – NQF Level 4**

1. Demonstrate an understanding of the dynamic processes and agents shaping heritage.

#### **8608 Operate in the National and International Event Industry – NQF Level 4**

1. Demonstrate an understanding of the national and international events industry.

#### **10993 Conduct an integrative project in the workplace – NQF Level 5**

1. Decide on a project that integrates exit level outcomes.
2. Reach agreement with a designated assessor.
3. Plan the project to achieve the purpose of this unit standard.
4. Conduct the project while constantly adapting own performance.
5. Evaluate the project design, implementation and own performance in both.
6. Evaluate own learning during the project.

#### **9242 Analyse external factors influencing people who have special needs – NQF Level 5**

2. Describe the causes of the physical and intellectual disability.
3. Identify the philosophy underpinning South African policy and legislation relating to people who have a disability.
4. Reflect on typical practices in South African workplaces.

#### **8648 Demonstrate an understanding of professional values and ethics – NQF Level 5**

1. Describe and reflect on what professional values are and where they come from.
4. Describe why value conflict occur in the workplace.
5. Analyse cases of value conflict in the workplace and suggest ways of dealing with them.

**8664 Examine social features as pertaining to the workplace – NQF Level 5**

1. Select a sociological issue for consideration.
2. Analyse South African workplaces in terms of any key sociological feature.
3. Analyse the constitutional, legislative or policy issues impacting on the sociological feature.
4. Explain the impact on individuals and groups in the workplace.
5. Reflect on the implications for themselves.

**8665 Lead a team – NQF Level 5**

3. Ability to describe and explain factors affecting particular teams.
4. Ability to describe and explain the influence of organisational structure on team members & teams.

**8663 Plan and conduct a research project – NQF Level 5**

1. Plan a research project.
2. Collate data using a limited variety of research techniques.
3. Analyse data using more than a limited variety of data analysis techniques.
4. Prepare and present a brief written report on the project.
5. Evaluate factors that affect the possibilities for research within the workplace.

**7818 Conduct on-the-job coaching – NQF Level 5**

1. Describe the basic principles of training.
2. Explain the importance of questioning techniques and give examples of questions.
3. Distinguish the concepts of coaching and training from each other.
4. Describe alternative arrangements for coaching.
5. Identify the need for coaching through discussions with the person to be coached.

**7888 Monitor staff performance – NQF Level 6**

2. Explain why managers need updated knowledge and understanding of industrial relations issues.

***Relevance to the Occupations***

Some of the SAQA content is not covered in the Transferable Skills, Event Coordinator or Event Manager standards because it is more relevant to another occupation. The following are examples.

The content of unit standard 8598 matches the content in the CTHRC Heritage Interpreter standards.

**8598 Introduce SA heritage to tourists – NQF Level 4**

1. Demonstrate an understanding of the dynamic processes and agents shaping heritage.
2. Recognise types of heritage.
3. Use understanding of heritage to enhance performance.
4. Recognise own place in South African Heritage.

The content of unit standard 8551 matches the content from the CTHRC Tour Guide or Tour Director standards.

**8551 Oversee arrival and departure of customers – NQF Level 4**

1. Check customer arrival and departure information.
2. Greet customers in a manner, which encourages feelings of goodwill
3. Offer customers friendly and efficient assistance.
4. Provide technical information.
5. Communicate effectively to create solutions for any problems that may arise.
6. Reflect on own performance and identify possible areas for self-improvement.

The content of unit standard 8662 matches the content from the CTHRC the standards for Tourism Research.

**8662 Analyse and communicate workplace data – NQF Level 5**

1. Select appropriate forms of tables, graphs, diagrams and charts.
2. Develop the tables, graphs, diagrams and charts.
3. Analyse the information to draw relevant conclusions.
4. Present information using tables, graphs, diagrams and charts.

### ***Current Issues or Concerns***

Some unit standards contain content that reflect current issues or concerns that affect workforce training and business practices specific to South Africa. This includes the following SAQA unit standards:

**9224 Implement policies regarding HIV/AIDS in the workplace – NQF Level 5**

1. Describe legislation and national policies relating to HIV/AIDS in the workplace.
2. Describe and analyse policies around HIV and AIDS in the workplace.
3. Develop appropriate HIV/AIDS policy for workplace consistent with national requirements.

**9242 Analyse external factors influencing people who have special needs – NQF Level 5**

2. Describe the causes of the physical and intellectual disability.
3. Identify the philosophy underpinning South African policy and legislation relating to people who have a disability.
4. Reflect on typical practices in South African workplaces.

**7868 Monitor and maintain health, safety and security – NQF Level 5**

2. Explain the reasons for frequent inspections of safety and fire fighting equipment.

**7878 Prepare and maintain financial records and statements – NQF Level 5**

7. Explain the use of Generally Accepted Accounting Practice (GAAP).
18. Carry out all work in accordance with fundamental accounting concepts.
19. Deviations from standard accounting formats may be adopted.
20. Explain how to adapt financial record-keeping processes and procedures.

### ***Clarity of Content and Intent***

In some cases, the content of the SAQA unit standards or specific outcomes was not clear or the intent was not understood. For example:

**8608 Operate in the National and International Event Industry – NQF Level 4**

3. Demonstrate a basic understanding

**14807 Produce a safe and successful event within a specific event subfield – NQF Level 5**

2. Identify, know and apply the event elements specific to and appropriate within a specific sub-field.
4. Operate within a legal framework.

### ***Extent of the Match***

Some of the SAQA specific outcomes are only partially covered by CTHRC standards. For example:

**8490 Contribute to sustainable tourism in SA – NQF Level 4**

1. Demonstrate a good understanding of ethics and values
2. Apply an understanding of the different roles, relationships, responsibilities, and expectations

**8609 Understand the inter-relatedness of event elements – NQF Level 4**

2. Identify, prioritise and suggest appropriate elements necessary for a successful event
3. Suggest and advise clients on appropriate alternatives

**13482 Co-ordinate an event – NQF Level 5**

4. Oversee resources.

**14806 Design an event – NQF Level 5**

3. Identify key event stakeholders and design a plan to involve them.

**7868 Monitor and maintain health, safety and security – NQF Level 5**

2. Explain the reasons for frequent inspections of safety and fire fighting equipment.
8. Compile a list of specialists that would be able to provide input.

**13484 Perform successful event administration – NQF Level 5**

1. Adhere to specifications of proposals, contracts and agreements.

**7818 Conduct on-the-job coaching – NQF Level 5**

10. Monitor the ongoing progress and give ongoing feedback in the workplace.
12. Develop a plan for individual coaching, taking the needs of the team into account.

**14807 Produce a safe and successful event within a specific event subfield – NQF Level 5**

2. Identify, know and apply the event elements specific to and appropriate within a specific sub-field.
4. Operate within a legal framework.

**7888 Monitor staff performance – NQF Level 6**

5. Monitor ongoing performance in the workplace according to organisational goals/objectives.
9. Identify performance problems.
12. Conduct individual appraisals openly and fairly in accordance with organisational procedures.
13. Complete and file appraisal records.

## **Content Gaps**

The following content that is present in the SAQA unit standards is not addressed in the CTHRC standards.

### **8608 Operate in the National and International Event Industry – NQF Level 4**

1. Demonstrate an understanding of the national and international events industry.
2. Identify and explain the different contexts of event management.
3. Demonstrate a basic understanding
4. Access sources of information in order to provide a service to clients and keep knowledge up to date.
5. Use understanding of the events industry to enhance own performance

### **7889 Manage quality in the organization – NQF Level 6**

1. Describe the quality management system used in your organisation.
2. Describe ways of researching competitors' quality of service.
3. Describe the various research methods to obtain information.
4. Explain the importance of including colleagues when planning.
5. Use formal and informal research to obtain information.
6. Consider changes in external or internal environments in planning quality service.
7. Provide opportunities for colleagues to participate in the customer service planning process.
8. Approaches are developed and communicated to colleagues and customers.
9. Monitor customer service standards with ongoing feedback sought from customers.
10. Use coaching to assist colleagues to deal with customer service issues.
11. Identify customer service problems.
12. Describe how performance would be adapted to ensure quality customer service.

### **7818 Conduct on-the-job coaching – NQF Level 5**

1. Describe the basic principles of training.
2. Explain the importance of questioning techniques and give examples of questions.
3. Distinguish the concepts of coaching and training from each other.
4. Describe alternative arrangements for coaching.
5. Identify the need for coaching through discussions with the person to be coached.
6. Arrange a specific time and place for the coaching session, and prepare for it.
7. Communicate theory and knowledge associated with the coaching session.
8. Complete the coaching session.
9. Give honest feedback and encourage the learner to ask questions.
10. Monitor the ongoing progress and give ongoing feedback in the workplace.
11. Identify possible problems that may occur in relation to coaching.
12. Develop a plan for individual coaching, taking the needs of the team into account.

Lastly, no equivalent was noted for the SAQA unit standard **7889 Manage quality in the organization**. Although some aspects of managing quality in an organization are partially addressed by the CTHRC standards **EVM A1.4 Evaluate event** and **EVC B1.21 Co-ordinate event evaluation**, the larger concept of a quality management system, was not.

## Section 8

# Discussion and Analysis of the CTHRC Content Not Covered by SAQA

The review of the CTHRC Gap Analysis Chart identified the CTHRC content that is covered as well as the content that is not covered or only partially covered by the specific outcomes of the SAQA unit standards. For complete details, see *Appendix D CTHRC Gap Analysis Chart*.

This section will identify and provide rationale for the CTHRC content that is not covered by the SAQA unit standards.

### ***Another Field of Study***

Some of the CTHRC content is not covered in the SAQA National Diploma for Event Coordination because it is covered in another field of study. For example, the business, finance, marketing and human resources content likely belongs to the Field 03 Business, Commerce and Management Studies rather than Field 11 Services. The following EVC and EVM standards, arranged by topic, are included in this group. Note that some of the following standards are covered in part by the specific outcomes of the SAQA Unit Standards.

#### ***Marketing:***

- EVC C1.1 Fulfil marketing plan
- EVC C1.2 Implement advertising strategy
- EVC C1.3 Participate in trade and consumer shows
- EVC C1.4 Set up contests
- EVM C2.1 Determine marketing material requirements
- EVM C2.2 Develop merchandising plan
- EVM C2.3 Develop souvenir program
- EVM C2.4 Develop public relations and publicity strategies
- EVM C2.5 prepare media plan
- EVM C2.6 Issue media release
- EVM C2.7 Prepare media package
- EVM C2.8 Co-ordinate media conference
- EVM C2.9 Arrange media blitz
- EVM C2.10 Develop and implement hospitality program
- EVM C2.11 Develop advertising strategy
- EVM C2.12 Submit feature articles for publication

#### ***Human Resource Management:***

- EVC E1.1 Recruit staff and volunteers
- EVC E1.2 Interview applicants
- EVC E1.3 Select final candidate

EVC E2.1 Conduct orientation – *partly covered*  
EVC E2.2 Provide training for staff and volunteers – *partly covered*  
EVC E3.2 Promote teamwork – *partly covered*  
EVC E3.4 Resolve conflicts

**Management:**

EVC A2.5 Follow steps for negotiation  
EVC D1.2 Adhere to risk management plan – *partly covered*  
EVC D1.3 Implement contingency plan

EVM A1.3 Develop critical path  
EVM A1.4 Evaluate client  
EVM A1.5 Administer reporting and monitoring process  
EVM A1.6 Establish event policies and procedures

EVM A3.2 Negotiate contracts

EVM A4.1 Manage event sponsors/partnership process  
EVM A4.2 Manage event donor process  
EVM A4.3 Manage program funding process

EVM B1.3 Select site  
EVM B1.4 Contract entertainment, activities and attractions  
EVM B1.5 Develop food and beverage operations plan  
EVM B1.6 Develop event décor plan

EVM D1.1 Develop event risk management plan  
EVM D1.3 Comply with legislation

***Another NQF Level***

Some of the CTHRC content that is not covered may belong in another NQF level. This may be the case for some of the Transferable Skills standards. The TRS topic areas that are not covered in the SAQA National Diploma for Event Coordination are: safety, numeracy, technology, job search and tourism. Note that some of the skills listed below are partly covered by the specific outcomes of the SAQA Unit Standards.

***Safety:***

TRS A5.1 make a personal decision to work safely  
TRS A5.2 keep work site safe  
TRS A5.3 identify the importance of knowing your legal rights and responsibilities  
TRS A5.4 be aware of your legal rights and responsibilities  
TRS A5.5 use proper lifting, pushing and pulling techniques  
TRS A5.6 follow guidelines for handling electrical equipment  
TRS A5.7 follow workplace traffic guidelines  
TRS A5.8 follow Workplace Hazardous Materials Information System (WHMIS)  
TRS A5.9 follow security procedures  
TRS A5.10 identify fire safety information  
TRS A5.11 prepare for emergencies  
TRS A5.12 respond to emergencies

### *Basic Numeracy Skills:*

- TRS B2.1 perform basic numeracy skills
- TRS B2.2 outline common methods of receiving customer payments
- TRS B2.3 process cash payment
- TRS B2.4 process traveller's cheques
- TRS B2.5 process credit/debit card payments
- TRS B2.6 process accounts and tabs
- TRS B2.7 define inventory
- TRS B2.8 identify reasons for inventory control
- TRS B2.9 use inventory control process

### *Computer and Other Technology Skills:*

- TRS B3.1 operate equipment

### *Job Search Skills:*

- TRS B7.1 identify the importance of committing time and energy to a job search
- TRS B7.2 determine your skills, education and needs
- TRS B7.3 research potential jobs
- TRS B7.4 prepare résumé
- TRS B7.5 prepare a covering letter
- TRS B7.6 prepare for the interview
- TRS B7.7 attend the interview
- TRS B7.8 follow up after the interview

### *Tourism:*

- TRS C1.2 identify the importance of tourism – *partly covered*
- TRS C2.1 describe the employee's role in promoting tourism – *partly covered*
- TRS C2.6 promote products and services of company – *partly covered*
- TRS C3.3 accept gratuities
- TRS C3.4 outline benefits of properly handling difficult situations
- TRS C3.6 outline reasons why customers do not complain
- TRS C3.7 outline consequences of customers not expressing complaints
- TRS C3.10 handle lost and found items

## ***Another Category of Skills***

Some of the CTHRC standards are not covered in the specific outcomes sections of the SAQA unit standards because they are considered to be a different type of skill. The Critical Cross-field Outcomes (CCFO) are outcomes that are built into the specific outcomes of the unit standards. CCFOs vary from one unit standard to another, but cover soft skill areas such as solving problems, working as a member of a team, and organizing and managing oneself. The following standards, arranged by topic, are examples:

### *Communication Skills*

- TRS B1.1 communicate by reading text – *partly covered*
- TRS B1.2 communicate by using documents – *partly covered*
- TRS B1.3 communicate by writing – *partly covered*
- TRS B1.4 communicate verbally – *partly covered*
- TRS B1.5 communicate non-verbally

TRS B1.6 use communication tools  
EVC-EVM F2.1 define communication  
EVC-EVM F2.2 communicate effectively – *partly covered*

*Manage Information:*

TRS B4.1 gather information  
TRS B4.2 apply information

*Thinking Skills:*

TRS B5.1 make effective decisions  
TRS B5.2 solve problems  
EVC-EVM F1.3 manage multiple priorities  
EVC-EVM F1.4 solve problems

*Work with Others:*

TRS B6.1 be a team player

*Professionalism:*

EVC-EVM F1.1 be professional – *partly covered*  
EVC-EVM F1.2 demonstrate leadership – *partly covered*

## Section 9

### Irregularities with SAQA and CTHRC Standards

During the comparison of the SAQA and the CTHRC standards, some irregularities with the content and organization of information in both sets of standards were identified. The purpose of this section is to identify, provide examples of and discuss the irregularities in the SAQA and CTHRC standards. The types of irregularities identified include: duplication of content, variation in the scope of standards, variation in the amount of content in a standard, content not matching the title of the standard, and the expectations outlined are inconsistent or unclear.

#### ***Duplication of Content***

Content is duplicated in both the SAQA and the CTHRC standards.

Duplication in the SAQA unit standards occurs in *14806 Design an event* and *13485 Plan an event*. Both unit standards have specific outcomes related to the site set-up or site plan. They also both contain specific outcomes that focus on event planning and human resource management with slight variations.

<b>14806 Design an event – NQF Level 5</b>	<b>13485 Plan an event – NQF Level 5</b>
<ol style="list-style-type: none"><li>1. Decide on an appropriate theme by using techniques to stimulate creative and innovative ideas.</li><li>2. Consider elements appropriate to theme and develop an element plan.</li><li>3. Identify key event stakeholders and design a plan to involve them.</li><li>4. Design strategies to manage volunteers.</li><li>5. Design the site set-up.</li></ol>	<ol style="list-style-type: none"><li>1. Conduct pre-event planning.</li><li>2. Identify potential challenges which might influence the success of an event.</li><li>3. Develop a site plan and site diagrammes.</li><li>4. Construct a contingency plan.</li><li>5. Select the desired team members.</li></ol>

The SAQA unit standards *14807 Produce a safe and successful event within a specific event subfield* and *13482 Co-ordinate an event* have similar purposes and end results. These unit standards contain different levels of detail and focus on slightly different aspects of coordinating an event.

<b>13482 Co-ordinate an event – NQF Level 5</b>	<b>14807 Produce a safe and successful event within a specific event subfield – NQF Level 5</b>
<ol style="list-style-type: none"><li>1. Execute an event planning schedule as well as a logistics and operational plan.</li><li>2. Control an event budget.</li><li>3. Co-ordinate the registration, admission and seating procedures.</li><li>4. Oversee resources.</li><li>5. Conduct mid-event evaluations.</li></ol>	<ol style="list-style-type: none"><li>1. Know and understand the specific characteristics of the event sub-field.</li><li>2. Identify, know and apply the event elements specific to and appropriate within a specific sub-field.</li><li>3. Understand and apply knowledge of the inter-relatedness of events, elements and client expectations.</li><li>4. Operate within a legal framework.</li><li>5. Understand and apply ethical practices to ensure the integrity &amp; interpersonal aspects of the event.</li><li>6. Ensure the health and safety of clients and attendees.</li><li>7. Reflect on the success of the event and suggest alternatives where necessary.</li></ol>

Repeating content in training is an instructional technique commonly used to place emphasis on important content or to ensure understanding of difficult or key concepts. The apparent duplication of content in the SAQA unit standards may be attributed to instructional strategies to enhance opportunities for learning.

The duplication of content in the CTHRC standards occurs in the Professionalism and Communication sections of the Event Coordinator and the Event Manager standards. These standards are identical.

*EVC-EVM F1.1 Be professional*  
*EVC-EVM F1.2 Demonstrate leadership*  
*EVC-EVM F1.3 Manage multiple priorities*  
*EVC-EVM F1.4 Solve problems*

*EVC-EVM F2.1 Define communication*  
*EVC-EVM F2.2 Communicate effectively*  
*EVC-EVM F2.3 Communicate in writing*  
*EVC-EVM F2.4 Make effective presentations*

Generally speaking, the Event Manager standards build on the Event Coordinator standards. However, the events industry in Canada is extremely diverse in the size and structure of organizations and the roles and responsibilities of managers and coordinators. In most cases, managers are responsible for planning activities and coordinators are responsible for implementing the plans. In some cases, the split in the duties between these two occupations was arbitrary. For example, the majority of the responsibility for marketing was assigned to the managers and the majority of the human resource management was assigned to coordinators.

Since 1990, event professionals have debated whether these standards should be for one or two occupations. Part of the argument is that for the larger organizations, there are too many skills required, too many responsibilities for one person to reasonably fulfill. On the other hand, for the smaller events, one person is routinely responsible for everything. Since the decision was made to create two occupations for events, the professionalism and communication sections were replicated in both sets of standards. Although the skills are exactly the same, the level of responsibility and types of communication situations may be more complex for managers than for coordinators.

### ***Scope of the Standards Varies***

The scope of the standards varies in both the SAQA and the CTHRC standards.

The scope of the SAQA unit standards varies from narrow, for example, *7888 Monitor staff*, to broad, for example, *14806 Design an event*.

The scope of the CTHRC standards varies from narrow, for example, *EVM C2.7 prepare media package*, to broad, for example, *EVM C1.1 develop marketing plan*.

## ***Amount of Content Varies***

The amount of content varies in both the SAQA and the CTHRC standards.

The number of specific outcomes in a SAQA unit standard ranges from three in *8647 Apply workplace communication skills* to twenty in *7878 Prepare and maintain financial records and statements*.

The amount of content in a CTHRC standard ranges from 2 points in *EVC A1.1 fulfil business plan* to 12 points in *EVM A4.1 manage event sponsors/partnership process*.

## ***Content does not match Title***

Occasionally, the content does not match the title in both the SAQA and the CTHRC standards.

The specific outcomes do not always relate to the title of the SAQA unit standard. For example:

### ***8609 Understand the interrelatedness of event elements***

1. Demonstrate a knowledge and understanding of the elements of the events industry.
2. Identify, prioritise and suggest appropriate elements necessary for a successful event.
3. Suggest and advise clients on appropriate alternatives.
4. Identify elements, which are not within the capacity of the facility and outsource.

### ***9242 Analyse external factors influencing people who have special needs***

1. A wide spectrum of physical & intellectual disabilities in South Africa are identified.
2. Describe the causes of the physical and intellectual disability.
3. Identify the philosophy underpinning South African policy and legislation relating to people who have a disability.
4. Reflect on typical practices in South African workplaces.
5. Describe the implications for management and supervision.

The title of ***EVC E3.1 Supervise staff and volunteers***, suggests that the content will consist of the processes or principles of supervision. However, the first 4 points are titles of the next 4 standards, *EVC E3.2 Promote teamwork*, *EVC E3.3 Motivate staff and volunteers*, *EVC E3.4 Resolve conflicts* and *EVC E3.5 Conduct performance reviews*, and the remainder of the standard is about disciplinary action. Although discipline may be considered a part of human resource management, it is different from supervision and should be a skill on its own. The discipline oriented content follows:

a) discipline staff and volunteers:

- respond to disciplinary situations immediately
- ensure staff is aware of:
  - rules
  - regulations

- policies
- procedures
- expectations
- use positive reinforcement
- report incidents and infractions to appropriate authority
- use disciplinary measures, for example:
  - warnings
  - suspensions
  - termination
- outline corrective strategy, e.g. additional training
- record incidents

Furthermore, there is no content on the actual skills required for observing staff performance in the workplace or providing staff with informal feedback or coaching.

### ***Expectations are inconsistent or not clear***

Expectations are inconsistent or not clear in both the SAQA and the CTHRC standards.

The majority of the SAQA unit standards for the National Diploma in Event Coordination are NQF Levels four through six. It seems inconsistent to have *116932 Operate a personal computer system* -NQF Level 1 and *8618 Organize oneself in the workplace* -NQF Level 2 as part of this qualification.

Expectations in some SAQA unit standards are inconsistent. For example, expectations of the individual in *8647 Apply workplace communication skills*, include: reading an office memorandum, reporting work done or details of an accident, responding to a request or complaint, and preparing a five-minute presentation or listening to and summarizing a ten-minute presentation. This seems inconsistent with other Level 5 unit standards.

Expectations in some CTHRC standards are unclear. For example, *EVC A2.2 coordinate office administration* and *EVC A3.1 administer financial controls and procedures* require someone to organize equipment and supplies, assign duties, implement procedures, coordinate the systems and controls, and monitor credit arrangements. What is not clear is whether the event coordinator is to carry out these activities him/her self or oversee someone else doing so.

## Section 10

### Conclusions and Recommendations

The credentials for the events industry in the two countries, Canada (certification for Event Coordinator and Event Manager) and South Africa (the National Diploma: Event Coordination 20613) are not equivalent based on the results of the detailed comparison.

However, there are many similarities in the skills and knowledge requirements for events professionals. In addition, both countries adhere to high standards for developing the competencies, assessing the learners and supporting the principles of prior learning assessment and recognition. This provides ample reason for developing a mechanism to assess only those skill areas that have not been covered in the originating country.

This section will summarize the results of the research, highlight the common skill areas and describe how to create a reciprocal challenge model process for events professionals in Canada and South Africa. Lastly, it will identify areas for further research and development of international event industry standards.

#### *Establishing a Recognition Framework*

The requirements for the SAQA National Diploma: Event Coordination 20613 and the CTHRC EVC and EVM certification programs are presented below:

<b>Credential/ Requirement</b>	<b>SAQA National Diploma Event Coordination</b>	<b>CTHRC EVC Certification Program</b>	<b>CTHRC EVM Certification Program</b>
Knowledge and performance expectations outlined in	30 unit standards consisting of a total of 192 specific outcomes	EVC occupational standards; consisting of a total of 57 standards	EVM occupational standards consisting of a total of 48 standards
Knowledge assessment specifications	<ul style="list-style-type: none"><li>• All specific outcomes, critical cross-field outcomes and essential embedded knowledge must be assessed</li></ul>	<ul style="list-style-type: none"><li>• 100 item mc exam</li></ul>	<ul style="list-style-type: none"><li>• 100 item mc exam</li></ul>
Performance assessment specifications	<ul style="list-style-type: none"><li>• A range of methods are recommended, including direct observation, product sample, task simulation, questioning and testimony</li></ul>	<ul style="list-style-type: none"><li>• Case study and Interview</li></ul>	<ul style="list-style-type: none"><li>• Interview</li></ul>
Credits	245 credits	N/A	N/A
Hours of work experience and/or learning hours	2450 learning hours	1500 hours work experience	1500 hours work experience

The detailed comparison of the event industry standards from Canada and South Africa identified more areas of commonality than of difference. However, it is the areas of difference – the knowledge and skills not covered - that are of interest because these are the competencies an individual will need to demonstrate in order to immigrate and work in the other country.

The following table summarizes the SAQA specific outcomes that are covered as well as the specific outcomes that are NOT covered in the CTHRC Transferable Skills, Event Coordinator and Event Manager standards.

Please note that any specific outcomes that were covered in whole *or in part* by the CTHRC standards, were considered to be covered.

<b>SAQA Unit Standards and Specific Outcomes</b>	
<b>SAQA Specific Outcomes Covered by CTHRC</b>	<b>SAQA Specific Outcomes NOT Covered by CTHRC</b>
<p><b>8600 Care for Customers</b></p> <ol style="list-style-type: none"> <li>1. Identify customer needs and expectations</li> <li>2. Recognize customer dissatisfaction and take action to resolve the situation</li> <li>3. Identify and take opportunities to enhance the quality of customer service</li> <li>4. Communicate with all customers in a friendly and courteous manner</li> <li>5. Reflect on own performance and identify possible areas for self-improvement</li> </ol>	
<p><b>8490 Contribute to sustainable tourism in SA</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate a good understanding of ethics and values</li> <li>3. Demonstrate a good understanding of approaches to sustainable tourism.</li> <li>4. Identify types of resources integral to tourism.</li> <li>5. Use understanding of sustainability issues to better understand the context of own performance.</li> <li>6. Reflect on own contribution to sustainability within of a tourism enterprise or project.</li> </ol>	<p><b>8490 Contribute to sustainable tourism in SA</b></p> <ol style="list-style-type: none"> <li>2. Apply an understanding of the different roles, relationships, responsibilities, and expectations</li> </ol>
<p><b>8480 Introduce SA to tourists</b></p> <ol style="list-style-type: none"> <li>1. Use basic information on South Africa and a local area to enhance a tourist's experience.</li> <li>2. Suggest and recommend alternative arrangements for clients based on changes in information.</li> <li>3. Advise clients on appropriate behaviour based on knowledge of the context.</li> <li>4. Access sources of information in order to provide a service to clients</li> </ol>	
<p><b>8598 Introduce SA heritage to tourists</b></p> <ol style="list-style-type: none"> <li>3. Use understanding of heritage to enhance performance.</li> </ol>	<p><b>8598 Introduce SA heritage to tourists</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the dynamic processes and agents shaping heritage.</li> <li>2. Recognise types of heritage.</li> <li>4. Recognise own place in South African Heritage.</li> </ol>
<p><b>8608 Operate in the National and International Event Industry</b></p> <ol style="list-style-type: none"> <li>4. Access sources of information in order to provide a service to clients and keep knowledge up to date.</li> <li>5. Use understanding of the events industry to enhance own performance</li> </ol>	<p><b>8608 Operate in the National and International Event Industry</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the national and international events industry.</li> <li>2. Identify and explain the different contexts of event management.</li> <li>3. Demonstrate a basic understanding</li> </ol>
<p><b>8551 Oversee arrival and departure of customers</b></p>	<p><b>8551 Oversee arrival and departure of customers</b></p>

<p>2. Greet customers in a manner, which encourages feelings of goodwill  3. Offer customers friendly and efficient assistance.  4. Provide technical information.  5. Communicate effectively to create solutions for any problems that may arise.  6. Reflect on own performance and identify possible areas for self-improvement.</p> <p><b>8609 Understand the inter-relatedness of event elements</b>  1 Demonstrate a knowledge and understanding of the elements of the events industry  2. Identify, prioritise and suggest appropriate elements necessary for a successful event  3. Suggest and advise clients on appropriate alternatives  4. Identify elements, which are not within the capacity of the facility and outsource</p> <p><b>13482 Co-ordinate an event</b>  1. Execute an event planning schedule as well as a logistics and operational plan.  2. Control an event budget.  3. Co-ordinate the registration, admission and seating procedures.  4. Oversee resources.  5. Conduct mid-event evaluations.</p> <p><b>14806 Design an event</b>  1. Decide on an appropriate theme by using techniques to stimulate creative and innovative ideas.  2. Consider elements appropriate to theme and develop an element plan.  3. Identify key event stakeholders and design a plan to involve them.  4. Design strategies to manage volunteers.  5. Design the site set-up.</p> <p><b>13483 Evaluate an event to ensure sustainable events</b>  1. Conduct effective evaluations to measure successful operations.  2. Reflect on, measure and evaluate performance in order to improve future practice and learning.  3. Evaluate effectiveness of systems and processes supporting the event.  4. Conduct mid-event evaluations.  5. Compile a report in user friendly format.</p> <p><b>7868 Monitor and maintain health, safety and security</b>  1. Explain how to access the building layout and describe the evacuation procedures.  3. Demonstrate the security and safety procedures in a particular area of work.  4. Identify potential problems and make recommendations on adjustments or improvements.  5. Decide what information concerning safety and security needs to be communicated to staff.  6. Analyse stores, public areas and private offices.  7. Make suggestions on ways to improve security and safety procedures.  8. Compile a list of specialists that would be able to provide input.</p> <p><b>13484 Perform successful event administration</b>  1. Adhere to specifications of proposals, contracts and agreements.  2. Develop a budget for an event.  3. Analyse, plan and implement professional registration, admission and</p>	<p>1. Check customer arrival and departure information.</p> <p><b>10993 Conduct an integrative project in the workplace</b>  1. Decide on a project that integrates exit level outcomes.  2. Reach agreement with a designated assessor.  3. Plan the project to achieve the purpose of this unit standard.  4. Conduct the project while constantly adapting own performance.  5. Evaluate the project design, implementation and own performance in both.  6. Evaluate own learning during the project.</p> <p><b>9224 Implement policies regarding HIV/AIDS in the workplace</b>  1. Describe legislation and national policies relating to HIV/AIDS in the workplace.  2. Describe and analyse policies around HIV and AIDS in the workplace.  3. Develop appropriate HIV/AIDS policy for workplace consistent with national requirements.</p> <p><b>7868 Monitor and maintain health, safety and security</b>  2. Explain the reasons for frequent inspections of safety and fire fighting equipment.</p> <p><b>8662 Analyse and communicate workplace data</b>  1. Select appropriate forms of tables, graphs, diagrams and charts.  2. Develop the tables, graphs, diagrams and charts.  3. Analyse the information to draw relevant conclusions.  4. Present information using tables, graphs, diagrams and charts.</p>
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<p>seating procedures.</p> <ol style="list-style-type: none"> <li>Maintain systems to ensure effective event administration.</li> <li>Conduct a post-event review.</li> </ol> <p><b>13485 Plan an event</b></p> <ol style="list-style-type: none"> <li>Conduct pre-event planning.</li> <li>Identify potential challenges which might influence the success of an event.</li> <li>Develop a site plan and site diagrammes.</li> <li>Construct a contingency plan.</li> <li>Select the desired team members.</li> </ol> <p><b>13486 Research an event</b></p> <ol style="list-style-type: none"> <li>Plan the research of an event.</li> <li>Conduct a needs assessment using various assessment tools.</li> <li>Conduct a feasibility study using a range of techniques.</li> <li>Determine whether the event is viable.</li> <li>Conduct limited market research.</li> <li>Interpret and communicate research findings.</li> </ol> <p><b>116932 Operate a personal computer system</b></p> <ol style="list-style-type: none"> <li>Start up and shut down a personal computer system using standard and non standard methods.</li> <li>Change the configuration of a personal computer.</li> <li>Use personal computer operating functions.</li> <li>Use operating system utilities.</li> </ol> <p><b>8618 Organise oneself in the workplace</b></p> <ol style="list-style-type: none"> <li>Maintain personal hygiene, grooming and dress code.</li> <li>Decide whether to interact with people and follow company procedure when absent due to illness.</li> <li>Identify possible unforeseen circumstances to plan alternative action in advance.</li> <li>Evaluate own skills and areas for development.</li> <li>Set measurable, achievable objectives for own skills development.</li> <li>Prioritise objectives and plan activities to achieve objectives.</li> <li>Review progress made and re-schedule activities at regular intervals.</li> </ol> <p><b>9242 Analyse external factors influencing people who have special needs</b></p> <ol style="list-style-type: none"> <li>A wide spectrum of physical &amp; intellectual disabilities in South Africa are identified.</li> <li>Describe the implications for management and supervision.</li> </ol> <p><b>8647 Apply workplace communication skills</b></p> <ol style="list-style-type: none"> <li>Interpret and respond to accessible written communications in the workplace.</li> <li>Produce simple written communication in the workplace.</li> <li>Produce and respond to accessible oral communication in the workplace.</li> </ol> <p><b>8648 Demonstrate an understanding of professional values and ethics</b></p> <ol style="list-style-type: none"> <li>Describe and reflect on what professional values are and where they come from.</li> <li>Describe professional accountability.</li> <li>Position professional values within an organisational context.</li> </ol>	<p><b>9242 Analyse external factors influencing people who have special needs</b></p> <ol style="list-style-type: none"> <li>Describe the causes of the physical and intellectual disability.</li> <li>Identify the philosophy underpinning South African policy and legislation relating to people who have a disability.</li> <li>Reflect on typical practices in South African workplaces.</li> </ol> <p><b>8648 Demonstrate an understanding of professional values and ethics</b></p> <ol style="list-style-type: none"> <li>Describe why value conflict occur in the workplace.</li> <li>Analyse cases of value conflict in the workplace and suggest ways of dealing with them.</li> </ol> <p><b>8664 Examine social features as pertaining to the workplace</b></p> <ol style="list-style-type: none"> <li>Select a sociological issue for consideration.</li> </ol>
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<p><b>8665 Lead a team</b></p> <ol style="list-style-type: none"> <li>1. Identify the structure and purpose of a wide range of teams.</li> <li>2. Lead a team in planning and carrying out roles and responsibilities.</li> <li>5. Lead a team in reviewing the effectiveness of the team.</li> </ol> <p><b>8663 Plan and conduct a research project</b></p> <ol style="list-style-type: none"> <li>4. Prepare and present a brief written report on the project.</li> </ol> <p><b>7818 Conduct on-the-job coaching</b></p> <ol style="list-style-type: none"> <li>9. Give honest feedback and encourage the learner to ask questions.</li> <li>10. Monitor the ongoing progress and give ongoing feedback in the workplace.</li> <li>12. Develop a plan for individual coaching, taking the needs of the team into account.</li> </ol> <p><b>7878 Prepare and maintain financial records and statements</b></p> <ol style="list-style-type: none"> <li>1. Explain the importance of accuracy and confidentiality in financial record keeping.</li> <li>2. Explain the importance of ensuring that financial records are updated within set deadlines.</li> <li>3. Explain the importance of regularly backing up data when using a computerised bookkeeping system.</li> <li>4. Describe the basic format and content of financial records/statements.</li> <li>5. Explain the flow of data from source documents and records to statements.</li> <li>6. Explain the importance of being able to prepare and interpret financial statements.</li> <li>8. Identify entries for the transaction, record entries accurately and correctly, and set deadlines.</li> <li>9. Support entries with explanations and cross referencing to relevant documentation.</li> <li>10. File source documents correctly and ensure they are cross-referenced within agreed deadlines.</li> <li>11. Record data on the nominated bookkeeping system within set deadlines.</li> <li>12. Complete reconciliations accurately and within agreed deadlines.</li> <li>13. Check transaction documents and account balances accurately to ensure matching.</li> <li>14. Identify, investigate and rectify errors, irregularities and discrepancies.</li> <li>15. Generate month end reports and returns.</li> <li>16. Complete month end procedures and prepare and complete supporting month end figures accurately.</li> </ol>	<ol style="list-style-type: none"> <li>2. Analyse South African workplaces in terms of any key sociological feature.</li> <li>3. Analyse the constitutional, legislative or policy issues impacting on the sociological feature.</li> <li>4. Explain the impact on individuals and groups in the workplace.</li> <li>5. Reflect on the implications for themselves.</li> </ol> <p><b>8665 Lead a team</b></p> <ol style="list-style-type: none"> <li>3. Ability to describe and explain factors affecting particular teams.</li> <li>4. Ability to describe and explain the influence of organisational structure on team members &amp; teams.</li> </ol> <p><b>8663 Plan and conduct a research project</b></p> <ol style="list-style-type: none"> <li>1. Plan a research project.</li> <li>2. Collate data using a limited variety of research techniques.</li> <li>3. Analyse data using more than a limited variety of data analysis techniques.</li> <li>5. Evaluate factors that affect the possibilities for research within the workplace.</li> </ol> <p><b>7818 Conduct on-the-job coaching</b></p> <ol style="list-style-type: none"> <li>1. Describe the basic principles of training.</li> <li>2. Explain the importance of questioning techniques and give examples of questions.</li> <li>3. Distinguish the concepts of coaching and training from each other.</li> <li>4. Describe alternative arrangements for coaching.</li> <li>5. Identify the need for coaching through discussions with the person to be coached.</li> <li>6. Arrange a specific time and place for the coaching session, and prepare for it.</li> <li>7. Communicate theory and knowledge associated with the coaching session.</li> <li>8. Complete the coaching session.</li> <li>11. Identify possible problems that may occur in relation to coaching.</li> </ol> <p><b>7878 Prepare and maintain financial records and statements</b></p> <ol style="list-style-type: none"> <li>7. Explain the use of Generally Accepted Accounting Practice (GAAP).</li> <li>18. Carry out all work in accordance with fundamental accounting concepts.</li> <li>19. Deviations from standard accounting formats may be adopted.</li> <li>20. Explain how to adapt financial record-keeping processes and procedures.</li> </ol>
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<p>17. Interpret information accurately and distribute to appropriate people within set deadlines.</p> <p><b>14807 Produce a safe and successful event within a specific event subfield</b></p> <ol style="list-style-type: none"> <li>2. Identify, know and apply the event elements specific to and appropriate within a specific sub-field.</li> <li>3. Understand and apply knowledge of the inter-relatedness of events, elements and client expectations.</li> <li>4. Operate within a legal framework.</li> <li>5. Understand and apply ethical practices to ensure the integrity &amp; interpersonal aspects of the event.</li> <li>6. Ensure the health and safety of clients and attendees.</li> <li>7. Reflect on the success of the event and suggest alternatives where necessary.</li> </ol> <p><b>7889 Manage quality in the organization</b></p> <ol style="list-style-type: none"> <li>9. Monitor customer service standards with ongoing feedback sought from customers.</li> <li>10. Use coaching to assist colleagues to deal with customer service issues.</li> <li>11. Identify customer service problems.</li> <li>12. Describe how performance would be adapted to ensure quality customer service.</li> </ol> <p><b>7888 Monitor staff performance</b></p> <ol style="list-style-type: none"> <li>1. Explain the importance of feedback, coaching, support and guidance.</li> <li>3. Describe the procedures for implementing formal appraisal systems.</li> <li>4. Consult and inform staff about expected standards of performance.</li> <li>5. Monitor ongoing performance in the workplace according to organisational goals/objectives.</li> <li>6. Provide feedback, guidance and support to colleagues formally and informally, on an ongoing basis.</li> <li>7. Recognise achievements and outstanding performance and reward such achievements.</li> <li>8. Identify the need for further coaching/training.</li> <li>9. Identify performance problems.</li> <li>10. Follow up the outcome of coaching/training in the workplace and monitor effectiveness.</li> <li>12. Conduct individual appraisals openly and fairly in accordance with organisational procedures.</li> <li>13. Complete and file appraisal records.</li> <li>14. Develop and implement a plan for improving performance within the department.</li> <li>15. Explain how you would implement a new appraisal systems into the department.</li> </ol>	<p><b>14807 Produce a safe and successful event within a specific event subfield</b></p> <ol style="list-style-type: none"> <li>1. Know and understand the specific characteristics of the event sub-field.</li> </ol> <p><b>7889 Manage quality in the organization</b></p> <ol style="list-style-type: none"> <li>1. Describe the quality management system used in your organisation.</li> <li>2. Describe ways of researching competitors' quality of service.</li> <li>3. Describe the various research methods to obtain information.</li> <li>4. Explain the importance of including colleagues when planning.</li> <li>5. Use formal and informal research to obtain information.</li> <li>6. Consider changes in external or internal environments in planning quality service.</li> <li>7. Provide opportunities for colleagues to participate in the customer service planning process.</li> <li>8. Approaches are developed and communicated to colleagues and customers.</li> </ol> <p><b>7888 Monitor staff performance</b></p> <ol style="list-style-type: none"> <li>2. Explain why managers need updated knowledge and understanding of industrial relations issues.</li> <li>11. Organise/arrange a formal counselling session where necessary.</li> </ol>
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The following table summarizes the CTHRC standards that are covered as well as the standards that are NOT covered in the SAQA National Diploma: Event Coordination 20613.

Please note that any standards that were covered in whole *or in part* by the SAQA specific outcomes, were considered to be covered.

The Transferable Skills (TRS) standards are essential entry level skill standards and were included in this comparison to match some of the SAQA specific outcomes. However, this content is not evaluated in the EVC or EVM certification program.

<b>CTHRC Standards TRS, EVC and EVM</b>	
<b>TRS Skills Covered by SAQA</b>	<b>TRS Skills NOT Covered by SAQA</b>
<p>TRS A1.1 demonstrate self-esteem and confidence            TRS A1.2 show respect for others            TRS A1.3 demonstrate honesty and ethical behaviour            TRS A1.4 demonstrate initiative            TRS A2.1 demonstrate organizational and planning skills            TRS A2.2 be accountable for actions            TRS A2.3 meet the expectations of the workplace            TRS A2.4 demonstrate the desire to provide a quality service to customers            TRS A3.2 be flexible            TRS A3.3 learn from mistakes            TRS A3.4 work efficiently            TRS A3.5 manage stress            TRS A4.2 set learning goals and access resources</p> <p>TRS B1.1 communicate by reading text            TRS B1.2 communicate by using documents            TRS B1.3 communicate by writing            TRS B1.4 communicate verbally            TRS B3.2 perform basic computer skills            TRS B6.1 be a team player</p> <p>TRS C1.1 describe the tourism industry            TRS C1.2 identify the importance of tourism            TRS C1.3 describe the importance of sustainable tourism            TRS C1.4 follow guidelines for sustainable tourism            TRS C2.1 describe the employee's role in promoting tourism            TRS C2.2 identify the types of information that employees should be able to provide customers            TRS C2.3 access and update tourism information            TRS C2.4 promote local area, zone/region, province/territory and country            TRS C2.5 access information about the company            TRS C2.6 promote products and services of company            TRS C3.1 provide customer service            TRS C3.2 serve customers with special needs            TRS C3.5 outline reasons why customers complain            TRS C3.8 handle customer concern or complaint            TRS C3.9 handle abusive customers</p>	<p>TRS A2.5 manage risk            TRS A3.1 be open and responsive to change            TRS A4.1 accept that there is always more to learn            TRS A5.1 make a personal decision to work safely            TRS A5.2 keep work site safe            TRS A5.3 identify the importance of knowing your legal rights and responsibilities            TRS A5.4 be aware of your legal rights and responsibilities            TRS A5.5 use proper lifting, pushing and pulling techniques            TRS A5.6 follow guidelines for handling electrical equipment            TRS A5.7 follow workplace traffic guidelines            TRS A5.8 follow Workplace Hazardous Materials Information System (WHMIS)            TRS A5.9 follow security procedures            TRS A5.10 identify fire safety information            TRS A5.11 prepare for emergencies            TRS A5.12 respond to emergencies</p> <p>TRS B1.5 communicate non-verbally            TRS B1.6 use communication tools            TRS B2.1 perform basic numeracy skills            TRS B2.2 outline common methods of receiving customer payments            TRS B2.3 process cash payment            TRS B2.4 process traveller's cheques            TRS B2.5 process credit/debit card payments            TRS B2.6 process accounts and tabs            TRS B2.7 define inventory            TRS B2.8 identify reasons for inventory control            TRS B2.9 use inventory control process            TRS B3.1 operate equipment            TRS B4.1 gather information            TRS B4.2 apply information            TRS B5.1 make effective decisions            TRS B5.2 solve problems            TRS B7.1 identify the importance of committing time and energy to a job search            TRS B7.2 determine your skills, education and needs            TRS B7.3 research potential jobs            TRS B7.4 prepare résumé            TRS B7.5 prepare a covering letter            TRS B7.6 prepare for the interview            TRS B7.7 attend the interview            TRS B7.8 follow up after the interview</p> <p>TRS C3.3 accept gratuities            TRS C3.4 outline benefits of properly handling difficult situations            TRS C3.6 outline reasons why customers do not complain            TRS C3.7 outline consequences of customers not expressing complaints            TRS C3.10 handle lost and found items</p>
<b>EVC Skills Covered by SAQA</b>	<b>EVC Skills NOT Covered by SAQA</b>
<p>EVC A1.1 Fulfil business plan            EVC A1.2 Develop critical path for areas of responsibility            EVC A1.3 Co-ordinate committees</p>	<p>EVC A2.5 Follow steps for negotiation            EVC C1.1 Fulfil marketing plan</p>

<p>EVC A2.1 Implement reporting and monitoring process  EVC A2.2 Co-ordinate office administration  EVC A2.3 Describe types of business documents  EVC A2.4 Comply with contracts  EVC A3.1 Administer financial controls and procedures  EVC A3.2 Implement budget</p> <p>EVC B1.1 Develop site plan  EVC B1.2 Follow guidelines to address environmental and social concerns  EVC B1.3 Co-ordinate accommodation  EVC B1.4 Co-ordinate event performers  EVC B1.5 Co-ordinate décor design and special effects  EVC B1.6 Co-ordinate stage production  EVC B1.7 Co-ordinate seating arrangements  EVC B1.8 Co-ordinate services for people with special needs  EVC B1.9 Arrange food and beverage services  EVC B1.10 Co-ordinate utilities  EVC B1.11 Co-ordinate waste management  EVC B1.12 Co-ordinate control points  EVC B1.13 Co-ordinate registration area  EVC B1.14 Co-ordinate information area  EVC B1.15 Co-ordinate transportation systems  EVC B1.16 Co-ordinate parking  EVC B1.17 Co-ordinate security and emergency services  EVC B1.18 Co-ordinate communication systems  EVC B1.19 Co-ordinate site set up  EVC B1.20 Co-ordinate site take-down  EVC B2.21 Co-ordinate event evaluation</p> <p>EVC C1.5 Organize sponsor and donor appreciation programs</p> <p>EVC D1.1 Comply with legislation  EVC D1.2 Adhere to risk management plan</p> <p>EVC E2.1 Conduct orientation  EVC E2.2 Provide training for staff and volunteers  EVC E3.1 Supervise staff and volunteers  EVC E3.2 Promote teamwork  EVC E3.3 Motivate staff and volunteers  EVC E3.5 Conduct performance reviews</p> <p>EVC F1.1 Be professional  EVC F1.2 Demonstrate leadership  EVC F2.2 Communicate effectively  EVC F2.3 Communicate in writing  EVC F2.4 Make effective presentations</p>	<p>EVC C1.2 Implement advertising strategy  EVC C1.3 Participate in trade and consumer shows  EVC C1.4 Set up contests</p> <p>EVC D1.3 Implement contingency plan</p> <p>EVC E1.1 Recruit staff and volunteers  EVC E1.2 Interview applicants  EVC E1.3 Select final candidate</p> <p>EVC E3.4 Resolve conflicts</p> <p>EVC F1.3 Manage multiple priorities  EVC F1.4 Solve problems  EVC F2.1 Define communication</p>
<b>EVM Skills Covered by SAQA</b>	<b>EVM Skills NOT Covered by SAQA</b>
<p>EVM A1.1 Develop business plan  EVM A1.2 Research event  EVM A1.7 Oversee committees  EVM A2.1 Develop budgets  EVM A2.2 Establish financial controls and procedures  EVM A3.1 Source suppliers</p> <p>EVM B1.1 Design event program  EVM B1.2 Plan event program  EVM B1.7 Develop system of accreditation  EVM B1.8 Develop guidelines for box office and ticket operations</p> <p>EVM D1.2 Develop contingency plan</p> <p>EVM E1.1 Establish human resources plan</p>	<p>EVM A1.3 Develop critical path  EVM A1.4 Evaluate client  EVM A1.5 Administer reporting and monitoring process  EVM A1.6 Establish event policies and procedures  EVM A3.2 Negotiate contracts  EVM A4.1 Manage event sponsors/partnership process  EVM A4.2 Manage event donor process  EVM A4.3 Manage program funding process</p> <p>EVM B1.3 Select site  EVM B1.4 Contract entertainment, activities and attractions  EVM B1.5 Develop food and beverage operations plan  EVM B1.6 Develop event décor plan</p> <p>EVM C1.1 Develop marketing plan</p>

<p>EVM E1.2 Implement policies and procedures for human resource management</p> <p>EVM F1.1 Be professional  EVM F1.2 Demonstrate leadership  EVM F2.2 Communicate effectively  EVM F2.3 Communicate in writing  EVM F2.4 Make effective presentations</p>	<p>EVM C2.1 Determine marketing material requirements  EVM C2.2 Develop merchandising plan  EVM C2.3 Develop souvenir program  EVM C2.4 Develop public relations and publicity strategies  EVM C2.5 prepare media plan  EVM C2.6 Issue media release  EVM C2.7 Prepare media package  EVM C2.8 Co-ordinate media conference  EVM C2.9 Arrange media blitz  EVM C2.10 Develop and implement hospitality program  EVM C2.11 Develop advertising strategy  EVM C2.12 Submit feature articles for publication</p> <p>EVM D1.1 Develop event risk management plan  EVM D1.3 Comply with legislation</p> <p>EVM F1.3 Manage multiple priorities  EVM F1.4 Solve problems  EVM F2.1 Define communication</p>
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The CTHRC and SAQA standards have different principles of organization which creates the impression that there are great differences in the content. In fact, from the CTHRC perspective, there are two topic areas missing in the South African standards, marketing and some aspects of human resource management. From the SAQA perspective, the topic areas of quality management, coaching and knowledge of the international event industry are missing from the Canadian standards. Possible reasons for these differences in organization and in content have been suggested in earlier sections of this paper.

In any case, in order to create a reciprocal challenge model process that will enable events professionals to move between Canada and South Africa, both countries must select or develop training materials and assessment tools for the skill areas identified in the summary tables above. For example, the SAQA National Diploma: Event Coordination does not evaluate the follow EVC skill areas:

EVC A2.5 Follow steps for negotiation

EVC C1.1 Fulfil marketing plan  
EVC C1.2 Implement advertising strategy  
EVC C1.3 Participate in trade and consumer shows  
EVC C1.4 Set up contests

EVC D1.3 Implement contingency plan

EVC E1.1 Recruit staff and volunteers  
EVC E1.2 Interview applicants  
EVC E1.3 Select final candidate

EVC E3.4 Resolve conflicts

EVC F1.3 Manage multiple priorities  
EVC F1.4 Solve problems  
EVC F2.1 Define communication

The CTHRC will need to assemble or develop training materials and assessment tools for these skill areas. The assessment tools will become the challenge model assessment process for events professionals who believe they meet the requirements. The training materials could be made available for those who wish to improve their skills in these areas and then challenge the assessment in order to qualify for the credential.

In this way, an individual with the South African National Diploma: Event Coordination 20613, who wishes to immigrate to Canada, will only be assessed on those skills and knowledge components that have not been assessed during the acquisition of the South African credential. An individual who has been certified as an Event Coordinator or Event Manager in Canada can move to South Africa and be evaluated on those areas not already covered in the Canadian credential. This will result in increased efficiency, reduced costs and speedier assimilation into the workplaces of the respective country.

It must be noted that a process for reviewing and updating the SAQA registered unit standards was initiated in May 2007. Once completed, these research findings must also be updated to reflect any changes.

### ***Further Research and Development***

An area requiring further research is the detailing and assessment of soft skills. By their nature, soft skills such as decision-making, problem solving, and working with others, are more difficult to describe and to evaluate. The CTHRC has many of the soft skills detailed in Transferable Skills, which is considered an entry level skill set, and is assumed in all professional certification programs. These soft skills are further developed in the professionalism and communication sections of the EVC and EVM standards. In the SAQA unit standards, many of the same soft skills are built into the specific outcomes as Critical Cross Field Outcomes (CCFOs). From the research completed for this project, most of the soft skills are either assumed or built into the other skills. However, it is not clear how well these skills are being detailed or assessed for these credentials.

Lastly, the results of this research could be used to further develop international standards for the events industry. This would require identifying common core standards for the events industry and agreeing on the critical knowledge, skills and attitudes. The core standards could be used for further international collaboration and provide additional information for other models and research currently underway, such as the international Events Management Body of Knowledge (EMBOK) project.

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