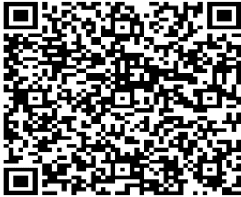




SUBJECT and GRADE	LIFE ORIENTATION Grade 10	
TERM 4	WEEK TWO	
TOPIC	Careers and Career Choices	
AIMS OF LESSON	Learners must be able to know: • Growth and decline of various occupations and fields of work and competencies linked to these jobs. • SAQA, the NQF framework and recognition of prior learning. • The need for lifelong learning • Different kinds of learning: formal, informal and nonformal. • Growth and decline of various occupations and fields of work and competencies because of COVID19.	
RESOURCES	<i>Paper based resources</i>	<i>Digital resources</i>
	• <i>Approved Textbooks (if available)</i> ▪ <i>FOCUS</i> ▪ <i>Viva Life Orientation</i>	• <i>Various links to resources</i>
INTRODUCTION	During the previous lesson we learnt about: • Awareness of trends and demands in the job market: emerging demands or changing patterns of careers and scarce skills and the job market. • Reading the market for trends regarding jobs and identifying niches • Demands of new jobs in line with COVID-19 This week we pay attention to: Growth and decline of various occupations and fields of work SAQA, the NQF framework and recognition of prior learning The need for lifelong learning Different kinds of learning: formal, informal and nonformal Growth and decline of various occupations and fields of work and competencies because of Covid 19	

CONCEPTS AND SKILLS	Growth of occupations: Growth of occupations is a figure measured by Statistics South Africa that tracks how many jobs are created in the country monthly. The figure is used as a measure of economic expansion and regarded as a litmus test for national economic health. A higher number indicates that employment fields are being filled up, hence leading to a stronger economic condition. However, only payroll jobs are included in this count leaving out the number of self-employed businesses. Decline of occupations: Occupations that have the highest negative growth rate, meaning they are expected to become less and steadily will diminish. SAQA: The South African Qualifications Authority (SAQA) is a juristic person - that is an entity given a legal personality by the law. The South African Qualifications Authority is a body of 12 members appointed by the Minister of Higher Education and Training. The primary function of SAQA is to oversee the development and implementation of the NQF. Advise the Minister on the registration of qualifications and standards. Be responsible for the control of the finances of the Authority. NQF: The National Qualifications Framework (NQF) is the system that records the credits assigned to each level of learning achievement in a formal way to ensure that the skills and knowledge that have been learnt are recognised throughout the country. Recognition of prior learning: Recognition of prior learning is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit. Lifelong learning: This is the ongoing, voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons. It occurs throughout your lifetime. Formal Learning:	The future of work in South Africa https://www.mckinsey.com  What is SAQA and the NQF? https://www.saqqa.org.za  Recognition of prior learning: formal and nonformal https://www.sacob.com/recognition-of-prior-learning-rpl/ 
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	This is learning that is delivered in a systematic intentional way. It's planned and guided by an instructor and it usually occurs in a face-to-face setting or through an online learning platform provided by an education or training institution. It needs to be done in a specific time and leads to a qualification and certificate. Formal means official or prescribed. • Informal Learning: Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support and does not lead to certification. Informal means casual or unofficial. • Non-formal Learning: Learning which may or may not be intentional. It is organised and structured but no formal credits are earned by attendance and does not usually lead to a formal qualification or certificate.	https://www.youtube.com/watch?v=XxOgMavSbAg What is formal, informal and non-formal learning?
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GROWTH OF OCCUPATIONS AND FIELDS OF WORK

<http://www.statssa.gov.za/publications/P0211/P0211stQuarter2020.pdf>



Technicians:

Aircraft, Electricians,
Hydraulic, Tool designer

Agriculturalists:

Statistician, Farmer,
Virologist, Veterinarian,
Plant pathologist

Fields of work and occupations displaying major growth. These are examples of scarce skills careers:

Engineers:

Civil, Construction, Electrical,
Mining, Industrial, Microwave
and satellite engineer, Aircraft,

Health and medical sciences professions:

Bio-informatics, Dentist, Nurse,
Medical doctor, Laboratory
technician,

Trade workers:

Fitter, plumber,
Electrician,
Plant/machine operator

OCCUPATIONS AND OCCUPATIONAL FIELDS THAT SHOW A DECREASE: EXAMPLES



1. Automotive industry

2. Postal delivery

3. Textile industry

4. Bank tellers

5. Fishing operator

1. Automotive Industry: Recent recessions mean people have less money to spend on cars.

2. Postal delivery persons and postal workers: Since the creation of email and instant messaging, the need to send letters has got less.

3. Textile industry: Increased automatisisation of processes means fewer workers are needed. Global outsourcing means companies will close.

4. Bank tellers: Technology is lessening the need for tellers in banks.

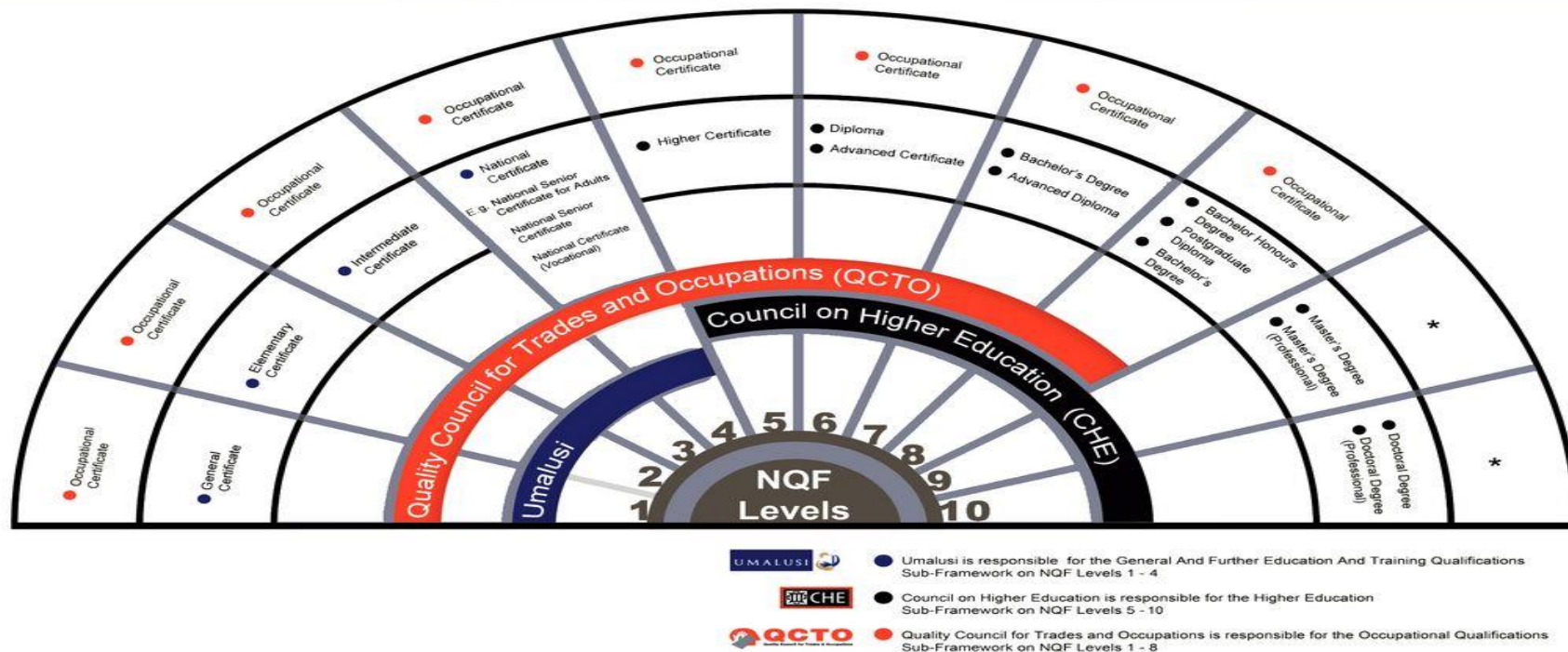
5. Fishing operators: The sea has been overfished and fishing has been limited in most areas.

SAQA and the NQF



NATIONAL QUALIFICATIONS FRAMEWORK

SUB-FRAMEWORKS AND QUALIFICATION TYPES



The role of the SAQA is to advance the aims of the NQF; oversee the further development of the NQF; co-ordinate qualifications for GET and FET, Higher Education and trade and occupations; register qualifications; develop policies and criteria and work closely with the three Quality Councils.

RECOGNITION OF PRIOR LEARNING



The recognition of prior learning (RPL) process:

- Identifies what you know and can do
- Matches your knowledge, skills and experience to the specific standards of a qualification, and assess your learning against those standards
- Credits you for skills, knowledge and experience that you built up through formal, informal and non-formal learning that occurred in the past
- Adults of 23 years and older qualifies
- People with a minimum of three years' work-related experience qualifies.

THE NEED FOR LIFELONG LEARNING

FUNDAMENTAL BEHAVIOR 21

YKK YKK
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BE A LIFELONG LEARNER.

Be curious. Seek out and take advantage of every opportunity to gain more knowledge, to increase your skills, and to become a greater expert. Be resourceful about learning and sharing best practices. Never stop growing.



- Career advancement and self-development
- Keep improving and grow in your career
- Helping you stay aware and in touch with what is happening in your career field and the world
- Developing your brain by learning new skills and getting new information
- Goal setting and goal achievement
- Financial rewards for learning; the more you learn, the more you

FORMAL, INFORMAL AND NON-FORMAL LEARNING

Learning

Formal

Non-Formal

Informal

Full-time educational
pathway

Complementary learning
activities

Deliberate, self-directed
learning

Structured, planned,
facilitated

Structured, planned,
facilitated

Unstructured, spontaneous,
self-motivated

Schools, colleges,
universities

Courses, workshops,
seminars, training

Anywhere

Diplomas & degrees

Skills & capabilities

Personal development and
self-fulfillment

ASSESSMENT ACTIVITIES	Answer the following exam type questions: <u>SECTION A:</u> 1. Define: 1.1 SAQA 2 1.2 NQF 2 1.3 What is your understanding of “recognition of prior learning”? 2 <u>SECTION B:</u> 2. Everybody should get involved in lifelong learning. 2.1 What is a lifelong learner? 2 2.2 Name THREE reasons for being a lifelong learner 3 2.3 Suggest THREE strategies to explain how you plan to be a lifelong learner. (3x2) 6 <u>SECTION C:</u> 3.1 What do you understand by growth in occupations or fields of work? 3.2 List THREE careers/jobs that are on the decline and possible reasons for the decline. (3x2) 3.3 Critically evaluate which THREE career fields you would advise a job seeker to follow. Give reasons for your suggestions. (3x3)
CONSOLIDATION	- Understand why there is a growth and decline of various occupations and fields of work and competencies because of COVID-19 - Know the purpose and roles of SAQA, the NQF framework and recognition of prior learning. - See the need for lifelong learning - Know the different kinds of learning: formal, informal and non-formal
VALUES	Confidence, Responsibility, understanding, honesty, respect, reliability; dependability, trustworthy