



Your  
one-stop  
towards  
lifelong  
learning

# General portfolio

## Preface

A new era has dawned... an era marked by rapid change, globalisation, integration, advanced new technologies, and, moreover, the dreams, hopes and expectations elicited from the rallying terms of our time:

"Modernisation"... "reconstruction and development"...  
"economic redress"... "African Renaissance"...

Dreams? Expectations?

**Or:**

A reality based on the certainty of unlimited access... access to the world of true empowerment:

### **The world of education**

Welcome to **EDUTEL: Your one-stop educational service provider.**

**EDUTEL's** vision to make education truly accessible... to debunk the notion that education belongs in an ivory tower, is fast changing traditional ideas about education, and, more specifically, the ways in which people of all walks of life can now engage in every aspect of life-long learning at its very best.

**EDUTEL** is the embodiment of sound educational design and planning, the integration of both practical and intellectual minds, and, moreover, the exemplification of real collaboration.

**EDUTEL**, simply expressed, is an educational service that enables employers to concentrate on their core business, while **EDUTEL** takes care of every aspect of learning and training at the various levels of competency... efficiently and cost-effectively... and always according to employers' specific needs in the workplace.

**EDUTEL** collaborates with a variety of formal and non-formal educational institutions, empowering students and business environments alike with sound advice, training and, increasingly, the facilitation of training,

Central to **EDUTEL's** overarching vision and mission of greater educational access, is the notion that all learning should be skills-based, outcomes-based, or, if you like, purpose-based... clearly defined in terms of the learner's profile, his/her weaknesses and strengths, and the most effective ways in which life-long learning could facilitate a more complete individual and, in fact, an able and productive contributor to South Africa's economy.

Obviously, **EDUTEL's** success strongly depends on its ties with a number of key role players, all of whom subscribe to **EDUTEL's** philosophy of a user-friendly, accessible, one-stop academic and skills development service for learners and employers alike. The needs – in fact, the very specific needs of learners and companies-, time and again determine the nature of **EDUTEL's** intervention as educational provider.

This is why **EDUTEL's** collaboration with various academic institutions also entails the establishment and maintenance of clear communication channels and, concomitantly, the advancement of research, teaching and, as a direct consequence. Improved acquisition of skills and knowledge, increased job creation and the provision of career guidance and solutions to learners' needs.

It truly is an enabling system, one that allows the free-flow of information between **EDUTEL** and institutions to where it really matters: every student who places a significant part of his/her future in our hands.

**EDUTEL's** own academic programmes are aimed at addressing prevailing industry related exigencies, thus assisting government, business and industry in their efforts to bring about meaningful change... change reflective of a society that embraces principles like equality, competitiveness, productivity and good service.

When you consider that all **EDUTEL's** listed programmes and courses are designed in accordance with the requirements and principles set by the Education Act, the National Qualifications Framework and the South African Qualifications Authority, it becomes even clearer that this one-stop educational service is indeed the result of careful planning.

Small wonder then that **EDUTEL** is instrumental in the upgrading of no less than 35 000 teachers, as well as numerous learners in disciplines across the various sciences at certificate, diploma, under-graduate and post-graduate level... including close to a thousand students from Lesotho and an ever increasing number from neighbouring countries. Also recently the training of over 5 000 Skills Development Facilitators, Assessors, Wholesale/Retail SETA learnerships, ETD Practitioner qualification etc.

## Welcome

Edutel facilitates and delivers education and training for the people of Africa. On behalf of employers in South Africa, we can meet all requirements stipulated by related Acts of Parliament. Edutel's mission is to establish a one-stop service, empowering students and companies with sound advice and quality educational resources. Edutel takes care of all your skills training and educational needs.



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## 1. Aims and objectives

- To provide and improve the image of learning institutions
- Provide a service to educators in as far as the upgrading of their qualifications and teaching skills is concerned.
- To assist learning institutions in acquiring skills and knowledge
- To contribute to the development of South Africa through job creation, providing essential skills, life-long learning and conducting research for development
- Striving to create ways of taking first-world education opportunities to rural areas other countries
- To help identify learners and their needs
- To provide learners with excellent career guidance
- To provide information on all institutions which collaborate with Edutel
- To facilitate communication between prospective and registered learners and individual institutions
- To provide administrative and academic support to learners such as information, student fees, information on tutors, mentors, facilitate communication with lecturers, library information, etc.
- To assist the South African Government in addressing the challenges of an unequal society and encourage greater cohesion
- To develop and offer programmes that meet all requirements as stipulated under the Education Act, SAQA Act, etc.
- To improve honorable productivity, competitiveness of industry, business, commerce and services in South Africa by offering related programmes in order to achieve this objective.
- To actively subscribe to the skills development strategy with the goal of addressing the imbalances of the past and making South Africa more productive.
- To deliver an outcomes-based education after which learners will be able to demonstrate and apply their newly acquired skills.
- To complement the skills development strategy in cooperation with the Department of Labour, SETA's, ETQA's and relevant organisations.
- To help in building career pathways for learners.
- Provide unemployed people with skills
- To render a HR Support Service
- To develop quality material

- To assist where possible with the facilitation of employment opportunities for unemployed learners
- To assist Educators to earn CPTD points in order to maintain their registration with SACE
- To ensure that Edutel's programmes are internationally comparable
- To develop, facilitate and assess lifelong learners in different sections in order to ensure that lifelong learners comply with Continued Professional Development as it pertains to their careers.

## 2. Background

The foundation of **Edutel** was laid in the early 80's and **Edutel** was registered as a (Pty) Ltd during May 1999. Growing demand led **Edutel** to establish associate companies known as Edutel (Wholesale and Retail) Academy (Pty) Ltd, Edutel Skills Development (Pty) Ltd, Edutel Services Company (Pty) Ltd and Edutel Public Services Company (Pty) Ltd.

## 3. Why choose the Edutel Group as a one-stop service provider?

- **Edutel** believes strongly in the importance of aspects such as community development, the upgrading of teachers, the skills strategy, upliftment of the unemployed, job creation etc.
- After creating a marked impact in the upgrading of the teacher industry, **Edutel** now sees the vast potential and need in so many other areas.
- **Edutel** is fully committed and goal orientated.
- **Edutel** has the experience when it comes to partnerships, collaboration, and the delivery of training - 120 years joint experience in the training field.
- **Edutel** has a base of 50 full time personnel as well as 70 part time career consultants and facilitators, countrywide.
- **Edutel** has vast experience in the field of marketing and promotion and attends to logistical arrangements, facilitation, venues, etc. for some 1 500 training and information sessions countrywide and in Africa.

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- **Edutel** can play a major part in cost effectiveness for clients. Huge savings on telephone expenses, medical aid schemes, pension schemes, salaries etc. as clients require less manpower. **Edutel** has the infrastructure to provide the client “with exactly what he wants”.
  - **Edutel Wholesale and Retail Academy** is fully accredited by the W&RSETA ETQA provider 63.
  - **Edutel Skills Development** is fully accredited by the ETDP seta provider – ETDP-581-PAA-310504-FO179.
  - **Edutel Services Company** (MINX trade 13) is accredited by the Services Seta ETQA Decision Nr 1290.
  - **Edutel Public Services Company (Tullymore Trading)** is accredited with the Public Services SETA ETQA.
  - Edutel complies with requirements set by Umalusi.
  - We are provisionally registered with the Department of Education.
  - We are registered as an ESDA (Employment and Skills Development Agency) with the Department of Labour.
  - We offer the learnerships for:
    - W&RSETA NQF 2, 3, 4 & 5
    - OD-ETDP qualification NQF 4, 5 and 6
    - Marketing and Sales NQF 4
    - Supervisory NQF 4
    - Venture creation NQF 4
    - ESDP Learnership NQF 4
    - Business administration NQF 4
    - IES Learnership NQF 5
    - Public administration NQF 3

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- Human Resource Management NQF 4 and 5
- All Programmes offered by Edutel have been approved by the relevant SETA ETQA's.
- Our learning material sets new standards and is being used extensively by FET Colleges, SETA's and private institutions.
- Our organisational ability and service standard is second to none.
- We have formal relationships with the biggest and best learning institutions in South Africa such as:
  - University of Pretoria,
  - University of Johannesburg

#### **4. Edutel clients**

- SETA's that assigned Edutel for projects
  - W&RSETA - SDF training (500 SDF's) and course development for Waterkloof High School project
  - W&R SMME project – provision of course material and capacity building of upcoming previously disadvantaged SMME providers
  - MQA - SDF training
  - FOODBEV SETA - SDF training (400 SDF's)
  - ENERGY SETA - Assessor training
  - ISETT SETA - SDF training (200 SDF's)
  - HW SETA - SDF and various other training
  - Maritime chamber (committee members)
  - ETDP SETA (**NQF5** ETD Practitioner learnerships) and numerous skills programmes

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- POSLEC SETA (**NQF5** OD-ETD Practitioner Qualification)
  - SASSETA (**NQF 4, 5** OD-ETDP Qualification)
  - Learnership appointment  
**Edutel Skills Development was appointed by the Department of Labour to implement the ESDP and IES learnerships NQF 4 and NQF 5 in 9 provinces.**
  - A few Government departments that have assigned Edutel to conduct training for some of their personnel.
    - Department of Public Works
    - Department of Education
    - Department of Agriculture
    - Department of Transport
    - Department of Health
    - Department of Justice
    - Department of Communication
    - Department of Arts, Culture, Sports and Recreation
    - Department of Eco Development and Tourism
    - Department of Labour
    - SAPS
  - A few Wholesale & Retail learnership and skills programme clients
 

<ul style="list-style-type: none"> <li>- Shoprite Checkers</li> <li>- Vodacom</li> <li>- Dions</li> <li>- Foschini's</li> <li>- Woolworths</li> </ul>	<ul style="list-style-type: none"> <li>- Massmart</li> <li>- Game</li> <li>- Galaxy Jewellers</li> <li>- Truworths</li> <li>- Tile Africa</li> </ul>
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- Builders Warehouse
- American Swiss
- Fashion World
- Waltons
- Sparkport
- Magnet
- Exclusive Books
- Federal Mogul
- Sterns
- Big Five
- Marubeni
- Robinson Liquors
- CTM
- Spar
- Voltex
- Philips

- **Over 3 000 other private concerns for ETDP related training.**

## **5. Services that Edutel can offer to clients**

- Course development and Design
- Competency based training
- Staffing for new Wholesale and Retail Outlets
- Provisioning of fundamental unit standards of learnerships
- Selling of courseware
- Licensing of courseware
- Marketing services to Universities nationally and internationally
- Assessment services
- Facilitation services
- Moderation services
- Learnerships
- Skills programmes and business courses
- Wholesale and Retail training
- Management training

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- Public Services training
  - Education, Development Practitioner training
  - Examination administration
  - Employment and skills development Agency Services (ESDA)

## 6. Global tendencies and perspectives on education

- There are **four major trends** pertaining to global trends according to Buitendacht, AJH: *Global Trends in Higher Education*. Extracts are from a speech by the principal and vice-chancellor of Technikon SA (1997), which in our opinion is also applicable to general and further education and training:
  - **Participation and strategic alliances.** This is already happening worldwide where institutions are initiating alliances either as institution to institution or programme to programme
  - **Flexibility** in the whole approach to further education within programmes and the structures within institutions
  - **Technology** - the development and the use of technology, more specifically, the need to create the correct mix of technology which we wish to pursue through our various learning institutions
  - **Service and maintenance** - the service being rendered to the clients of higher education who are students and employees. The maintenance and sustainability of the product and the service of this product has become important
- **Edutel's** ability to access technology as a means of delivering educational programmes
- Course development and design - Edutel can assist businesses in designing courses according to course specific requirements

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## 7. Accomplishments

- Edutel is BBBEE compliant.
- Commerce for Business of the Year Award.
- Edutel and its subsidiary companies subscribe and also believe in the goals that are set as far as productivity and equity is concerned and are active participants in skills development and training.
- In the field of teacher upgrading, and concentrating specifically in the rural areas, Edutel is instrumental in the upgrading of thousands of Educators.
- In the public sector, Edutel has assisted in enrolling students for a great variety of degrees, diplomas and short skills courses.
- Edutel as a global competitor - in Africa and the rest of the world.
- Edutel was contracted by the Wholesale & Retail SETA, FoodBevSETA and ISETT SETA, MQA, HWSETA to train Skills Development Facilitators from different companies throughout South Africa.
- Edutel (Pty) Ltd was the first provider to receive full accreditation with the Wholesale & Retail SETA ETQA.
- Edutel was contracted the Wholesale & Retail SETA to provide course material for the Waterskloof High School Project.
- Edutel was contracted by the WRSETA SMME Division to provide and develop learning material for their SMME project as well as the training of their facilitators and training on quality assurance.
- Edutel was part of the Wholesale & Retail SETA pilot learnerships on NQF Levels 4 and 5.
- All Edutel's programmes are accredited and approved by the relevant ETQA's.
- Edutel Skills Development Pty (Ltd) was contracted by the POSLEC SETA to roll out the OD-ETDP Learnership on NQF5

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for 100 SAPS Trainers nationally.

- Edutel Skills Development Pty (Ltd) was contracted by the Department of Labour to implement the ESDS and IES Learnerships for for a total of 510 learners.
- Edutel Skills Development Pty (Ltd) is also proud to have had numerous Government officials from the Government of Botswana on their skills development workshops.
- Edutel Skills Development (Pty) Ltd was contracted by SASSETA to train 500 learners on the OD-ETDP Learnership on NQF4 and 5.
- Edutel in collaboration with the Ministry of Labour, Gender and Social Development hosted a Skills Conference in Kampala, Uganda, and has formed a partnership.
- Edutel is registered as a Consultancy concern in Uganda.
- Edutel Skills Development (Pty) Ltd has trained various Government and Public Sector officials from Botswana.
- Edutel Group of Companies has already assisted thousands of learners to up their skills and to achieve full qualifications in various fields of specialization.
- Edutel Group is a black empowered concern (25.1% black owned).
- Edutel Holdings is registered as an ESDA with the Department of Labour.

Discussions are in progress for creating opportunities that will make **Edutel** active as far as training is concerned in countries such as:

- Namibia,
- Botswana,
- Zambia,
- Tanzanië
- Swaziland,
- Rwanda
- Nigeria.

**Edutel is truly a company with vision, pioneering a new concept in EDUCATION TODAY.**

## **8. Edutel collaborates with the following Institutions**

- University Johannesburg
- University of Pretoria

## **9. Registration**

**Edutel Skills Development (Pty) Ltd** is fully accredited by the W&RSETA ETQA, provider 63.

**Edutel Skills Development (Pty) Ltd** is fully accredited with the ETDP SETA No. ETDP-581-PAA-310504-F0179

**Edutel Services company (Pty) Ltd** is accredited with the SERVICES SETA.

**Edutel Public Services Company (Pty) Ltd** is accredited with the Public Services SETA.

**Edutel** complies with requirements set by Umalusi.

**Edutel** is provisionally registered with the Department of Education.

### **International comparability**

All qualifications were compared with qualifications and standards in similar fields of specialisation (as far as possible) in Australia, Scotland, United Kingdom, New Zealand, Ireland and other countries offering similar competency based qualifications.

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## 10. Courses: Edutel

### ■ Edutel's Institute of Leadership Development

- Effective Leadership Skills
- **Top performance**, "Your Outcomes-based Programme to becoming a Top Learner", NQF Level 4
- Managing Stress in the Workplace
- Time Management
- Constructive Conflict Resolution
- Effective Public Speaking and Presentation Skills
- Communicating Effectively
- Interpersonal Skills
- Team Building
- Personal Stress Management
- Working with Small Groups
- Developing a Correct Self-Image for Increased Career Success
- Problem Solving and Decision Making

### ■ Edutel's Skills Development Service

- Edutel offers a one-stop service towards lifelong learning and can assist companies with:
  - The implementation of the Employment Equity Act,
  - The Skills Development Act,
  - The appointment or training of Skills Facilitators,
  - Compiling a Workplace Skills Plan,
  - The implementation of the Skills Plan and
  - Training of employees and, will also assist companies

with claiming back of their Levy Grants

- **Skills courses and learnerships based on the outcomes of registered standards of the W&R SETA.**
- **Skills programmes offered by EDUTEL retail academy:**
  - Stockroom Clerk
  - Retail Sales Assistant
  - Retail Cashier
  - Service Centre Operator
  - Retail Manager (Team Management)
  - Retail Manager (Staff Recruitment and Development)
  - Retail Manager (Staff Operations)
  - Retail Manager (Operational Finance)
  - Buyer (General)
  - Buyer (Supplier Interaction)
  - Planner
  - Front-end Supervisor
  - Retail Supervisor (Customer Service)
  - Retail Supervisor (General)
  - Retail Supervisor (Operational Finance)
  - Order Clerk (Wholesale)
  - Receiving and Dispatching Clerk (General)
  - Receiving and Dispatching Clerk
  - Sales Assistant (Credit)
  - Sales Assistant (General)
  - Credit Controller

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- Cash Office clerk
  - Store Person
  - Shelf Packer/Store Assistant
  - Cashier/Till Operator
  - Driver
  - Order Picker (DC/Warehousing)
  - Help Desk Operator
- Skills courses and learnerships based on the outcomes of registered standards of the Services SETA.
  - Skills courses and learnerships based on the outcomes of registered standards of the ETDP SETA.
  - Skills courses and learnerships based on the outcomes of registered standards of the Public Services SETA.
  - Skills courses and learnerships based on the outcomes of registered standards of South African Board of Personnel Practitioners.
- **Employment opportunities**
  - Edutel can facilitate the possible employment of learners (the unemployed) at a facilitation cost payable by the employer by placing competent learner's details on Edutel's website for employers to consider.
- **Training of the unemployed**
  - A variety of skills programmes are being offered by Edutel to train/retrain the unemployed in order to make them competitive as prospective employees.

■ Wholesale and Retail learnerships

National Certificate: Wholesale and Retail Operations

Fundamental	Core	Elective
<ul style="list-style-type: none"> <li>• Access and use information from texts <b>Credits: 5</b></li> <li>• Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems <b>Credits: 3</b></li> <li>• Demonstrate understanding of rational and irrational numbers and number systems <b>Credits: 3</b></li> <li>• Identify, describe, compare, classify, explore shape and motion in 2- and 3-dimensional shapes in different contexts <b>Credits: 3</b></li> <li>• Maintain and adapt oral/signed communication <b>Credits: 5</b></li> <li>• Use language and communication in occupational learning programmes <b>Credits: 5</b></li> <li>• Use mathematics to investigate and monitor the financial aspects of personal and community life <b>Credits: 2</b></li> <li>• Work with a range of patterns and functions and solve problems <b>Credits: 5</b></li> <li>• Write/present for a defined context <b>Credits: 5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Complete basic business calculations <b>Credits: 5</b></li> <li>• Define the core concepts of the wholesale and retail environment <b>Credits: 10</b></li> <li>• Interact with customers <b>Credits: 8</b></li> </ul>	<ul style="list-style-type: none"> <li>• Administer deliveries <b>Credits: 10</b></li> <li>• Apply food safety practices in a wholesale and retail outlet <b>Credits: 7</b></li> <li>• Behave in a professional manner in a business environment <b>Credits: 5</b></li> <li>• Count stock for a stock-take <b>Credits: 5</b></li> <li>• Implement food-handling practices in a wholesale and retail outlet <b>Credits: 8</b></li> <li>• Maintain the customer's account <b>Credits: 5</b></li> <li>• Manage time and work processes within a business environment <b>Credits: 4</b></li> <li>• Offer a credit facility <b>Credits: 8</b></li> <li>• Pack customer purchases at Point of Sales <b>Credits: 3</b></li> <li>• Perform office functions in a wholesale and retail outlet <b>Credits: 4</b></li> <li>• Pick stock in a distribution centre/warehouse <b>Credits: 12</b></li> <li>• Process payment at a Point of Sales (POS) <b>Credits: 10</b></li> <li>• Record transactions <b>Credits: 8</b></li> <li>• Address customer queries in a wholesale environment <b>Credits: 10</b></li> <li>• Dispatch stock <b>Credits: 10</b></li> </ul>

Fundamental		Elective
		<ul style="list-style-type: none"><li data-bbox="863 365 1134 416">• Maintain the stockroom <b>Credits: 10</b></li><li data-bbox="863 439 1086 512">• Minimise defaulting customer accounts <b>Credits: 5</b></li><li data-bbox="863 535 1110 609">• Prepare a vehicle for deliveries <b>Credits: 8</b></li><li data-bbox="863 631 1034 683">• Receive stock <b>Credits: 12</b></li></ul>

**NQF 2**

■ Wholesale and Retail learnerships

National Certificate in Wholesale and Retail Distribution  
(NQF 2) SAQA ID 49280

Fundamental	Core	Elective
<ul style="list-style-type: none"> <li>• Access and use information from texts <b>Credits: 5</b></li> <li>• Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems <b>Credits: 3</b></li> <li>• 7480 Demonstrate understanding of rational and irrational numbers and number systems <b>Credits: 3</b></li> <li>• Identify, describe, compare, classify, explore shape and motion in 2- and 3-dimensional shapes in different contexts <b>Credits: 3</b></li> <li>• Maintain and adapt oral communication <b>Credits: 5</b></li> <li>• Use language and communication in occupational learning programmes <b>Credits: 5</b></li> <li>• Use mathematics to investigate and monitor the financial aspects of personal and community life <b>Credits: 2</b></li> <li>• Work with a range of patterns and functions and solve problems <b>Credits: 5</b></li> <li>• Write for a defined context <b>Credits: 5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Count stock for a stock-take <b>Credits: 5</b></li> <li>• Define the core concepts of the wholesale and retail environment <b>Credits: 10</b></li> <li>• Move, pack and maintain stock in a distribution center/warehouse <b>Credits: 12</b></li> <li>• Pick stock in a distribution center/warehouse <b>Credits: 12</b></li> </ul>	<ul style="list-style-type: none"> <li>• Administer deliveries, <b>Credits: 10</b></li> <li>• Apply food safety practices in a wholesale and retail outlet <b>Credits: 7</b></li> <li>• Behave in a professional manner in a business environment <b>Credits: 5</b></li> <li>• Complete basic business calculations <b>Credits: 5</b></li> <li>• Implement food-handling practices in wholesale and retail outlet <b>Credits: 8</b></li> <li>• Maintain a safe and secure environment in a distribution center <b>Credits: 12</b></li> <li>• Maintain a safe and secure wholesale and retail <b>Credits: 10</b></li> <li>• Maintain the customer's account <b>Credits: 5</b></li> <li>• Manage time and work processes within a business environment <b>Credits: 4</b></li> <li>• Offer a credit facility <b>Credits: 8</b></li> <li>• Operate a computer in a Wholesale/Retail outlet <b>Credits: 6</b></li> <li>• Pack customer purchases at point of sales <b>Credits: 3</b></li> </ul>

Fundamental	Core	Elective
		<ul style="list-style-type: none"><li>• Perform office functions in a wholesale and retail outlet <b>Credits: 4</b></li> <li>• Process payment at a Point of Sales (POS) <b>Credits: 10</b></li> <li>• Record transactions <b>Credits: 8</b></li> <li>• Administer and control the organisation's deposits and floats <b>Credits: 8</b></li> <li>• Administer day-end cashing up procedures <b>Credits: 8</b></li> <li>• Dispatch stock from a distribution centre <b>Credits: 12</b></li> <li>• Maintain stock balances in a distribution centre <b>Credits: 8</b></li> <li>• Minimise defaulting customer accounts <b>Credits: 5</b></li> <li>• Receive stock in a DC/Warehouse <b>Credits: 15</b></li> <li>• Resolve customer queries/complaints <b>Credits: 8</b></li> <li>• Sell products to customers in a wholesale and retail outlet <b>Credits: 12</b></li></ul>

**NQF 2**

■ Wholesale and Retail learnerships

National Certificate: Wholesale and Retail Operations

Fundamental	Core	Elective
<ul style="list-style-type: none"> <li>• Accommodate audience and context needs in oral/signed communication <b>Credits: 5</b></li> <li>• Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations <b>Credits: 2</b></li> <li>• Describe, apply, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts <b>Credits: 4</b></li> <li>• Interpret and use information from texts <b>Credits: 5</b></li> <li>• Investigate life and work related problems using data and probabilities <b>Credits: 5</b></li> <li>• Use language and communication in occupational learning programmes <b>Credits: 5</b></li> <li>• Use mathematics to investigate and monitor the financial aspects of personal, business and national issues <b>Credits: 5</b></li> <li>• Write/present/sign texts for a range of communicative contexts <b>Credits: 5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Define the core concepts of the wholesale and retail environment <b>Credits: 10</b></li> <li>• Apply theft, fraud and safety controls in a Wholesale and Retail outlet <b>Credits: 8</b></li> <li>• Build customer relations in an operational unit <b>Credits: 10</b></li> <li>• Explain the factors that impact on the bottom line of a Wholesale and Retail unit <b>Credits: 10</b></li> </ul>	<p>Combination 1: Stock control in a distribution centre</p> <ul style="list-style-type: none"> <li>• Maintain stock balances in a distribution centre <b>Credits: 8</b></li> <li>• Receive stock in a DC/ Warehouse <b>Credits: 15</b></li> <li>• Dispatch stock from a DC <b>Credits: 12</b></li> <li>• Apply knowledge of self and team in order to develop a plan to enhance team performance <b>Credits: 5</b></li> <li>• Motivate and Build a Team <b>Credits: 10</b></li> </ul> <p>Combination 2: Stock control in a retail/wholesale outlet</p> <ul style="list-style-type: none"> <li>• Count stock for a stock-take <b>Credits: 5</b></li> <li>• Dispatch stock <b>Credits: 10</b></li> <li>• Receive stock <b>Credits: 12</b></li> <li>• Apply knowledge of self and team in order to develop a plan to enhance team performance <b>Credits: 5</b></li> <li>• Motivate and Build a Team <b>Credits: 10</b></li> <li>• Conduct a structured meeting <b>Credits: 5</b></li> </ul>

Fundamental	Core	Elective
		<p>Combination 3: Cash control</p> <ul style="list-style-type: none"> <li>• Administer day-end cashing up procedures <b>Credits: 8</b></li> <li>• Administer and control the organisation's deposits and floats <b>Credits: 8</b></li> <li>• Explain the processing of transactions in a wholesale and retail outlet <b>Credits: 6</b></li> <li>• Pack customer purchases at point of sales <b>Credits: 3</b></li> <li>• Address customer queries in a wholesale environment <b>Credits: 10</b></li> <li>• Take orders from customers <b>Credits: 12</b></li> </ul> <p>Combination 4: Wholesale sales</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of products in own area of operation in a wholesale and retail environment <b>Credits: 8</b></li> <li>• Take orders from customers <b>Credits: 12</b></li> <li>• Address customer queries in a wholesale environment <b>Credits: 10</b></li> <li>• Apply knowledge of self and team in order to develop a plan to enhance team performance <b>Credits: 5</b></li> <li>• Motivate and Build a Team <b>Credits: 10</b></li> <li>• Perform one-to-one training on the job <b>Credits: 4</b></li> </ul>

**NQF 3**

**NQF 3**

Fundamental	Core	Elective
		<p>Combination 5: Retail sales</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of products in own area of operation in a wholesale and retail environment <b>Credits: 8</b></li> <li>• Address customer queries in a wholesale environment <b>Credits: 10</b></li> <li>• Sell products to customers in a wholesale and retail outlet <b>Credits: 12</b></li> <li>• Display merchandise visually in a Wholesale and Retail outlet <b>Credits: 15</b></li> <li>• Perform one-to-one training on the job <b>Credits: 4</b></li> </ul> <p>Optional single elective unit standards to choose from:</p> <ul style="list-style-type: none"> <li>• Operate a computer in a Wholesale/Retail outlet <b>Credits: 6</b></li> <li>• Prepare a vehicle for deliveries <b>Credits: 8</b></li> <li>• Monitor and control the maintenance of office equipment <b>Credits: 4</b></li> <li>• Implement promotional instructions <b>Credits: 6</b></li> <li>• Control customer repairs and credits <b>Credits: 8</b></li> </ul>

## ■ Wholesale and Retail learnerships

### National Certificate: Wholesale and Retail Operations Supervision

NQF 4

Fundamental	Core	Elective
<ul style="list-style-type: none"> <li>• Access information in order to respond to client enquiries in a financial services environment <b>Credits: 2</b></li> <li>• Accommodate audience and context needs in oral communication <b>Credits: 5</b></li> <li>• Communicate verbally with clients in a financial environment <b>Credits: 3</b></li> <li>• Interpret and use information from texts <b>Credits: 5</b></li> <li>• Write texts for a range of communicative contexts <b>Credits: 5</b></li> <li>• Apply comprehension skills to engage written texts in a business environment <b>Credits: 5</b></li> <li>• Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems <b>Credits: 6</b></li> <li>• Engage in sustained oral communication and evaluate spoken texts <b>Credits: 5</b></li> <li>• Read analyse and respond to a variety of texts <b>Credits: 5</b></li> <li>• Represent, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts <b>Credits: 4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Indicate the role of a team leader ensuring that a team meets the organisation's standards <b>Credits: 6</b></li> <li>• Motivate a team <b>Credits: 6</b></li> <li>• Supervise customer service standards <b>Credits: 8</b></li> <li>• Supervise housekeeping and hygiene in a store <b>Credits: 6</b></li> <li>• Supervise implementation of loss control measures <b>Credits: 8</b></li> <li>• Supervise sales performance <b>Credits: 8</b></li> <li>• Supervise stock counts <b>Credits: 8</b></li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a formal meeting <b>Credits: 3</b></li> <li>• Induct a new member into a team <b>Credits: 3</b></li> <li>• Apply the budget function in a business unit <b>Credits: 5</b></li> <li>• Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit <b>Credits: 8</b></li> <li>• Demonstrate knowledge and understanding of the Occupational Health and Safety Act 85 of 1993 (OHSA) (as amended) and the responsibilities of management in terms of the Act <b>Credits: 4</b></li> <li>• Describe and apply the management functions of an organisation <b>Credits: 10</b></li> <li>• Explain the scope of the Compensation for Occupational Injuries and Diseases Act 130 of 1993 (COIDA) <b>Credits: 2</b></li> <li>• Interpret basic financial statements <b>Credits: 4</b></li> <li>• Manage risk in own work/business environment <b>Credits: 5</b></li> <li>• Supervise P.O.S. Operations <b>Credits: 8</b></li> <li>• Supervise promotional activities <b>Credits: 8</b></li> </ul>

■ Wholesale and Retail learnerships

Further Education and Training Certificate: Generic Management:  
Wholesale and Retail Management

Fundamental	Core	Elective
<ul style="list-style-type: none"> <li>• Accommodate audience and context needs in oral/signed communication <b>Credits: 5</b></li> <li>• Interpret and use information from texts <b>Credits: 5</b></li> <li>• Use language and communication in occupational learning programmes <b>Credits: 5</b></li> <li>• Write/present/sign texts for a range of communicative contexts <b>Credits: 5</b></li> <li>• Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems <b>Credits: 6</b></li> <li>• Engage in sustained oral/signed communication and evaluate spoken, signed texts <b>Credits: 5</b></li> <li>• Read/view, analyse and respond to a variety of texts <b>Credits: 5</b></li> <li>• Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts <b>Credits: 4</b></li> <li>• Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues <b>Credits: 6</b></li> </ul>	<ul style="list-style-type: none"> <li>• Apply leadership concepts in a work context <b>Credits: 12</b></li> <li>• Apply the organisation's code of conduct in a work environment <b>Credits: 5</b></li> <li>• Conduct a structured meeting <b>Credits: 5</b></li> <li>• Employ a systematic approach to achieving objectives <b>Credits: 10</b></li> <li>• Identify responsibilities of a team leader in ensuring that organisational standards are met <b>Credits: 6</b></li> <li>• Manage expenditure against a budget <b>Credits: 6</b></li> <li>• Monitor the level of service to a range of customers <b>Credits: 5</b></li> <li>• Motivate and Build a Team <b>Credits: 10</b></li> <li>• Prioritise time and work for self and team <b>Credits: 5</b></li> <li>• Solve problems, make decisions and implement solutions <b>Credits: 8</b></li> </ul>	<ul style="list-style-type: none"> <li>• Maintain records for a team <b>Credits: 4</b></li> <li>• Facilitate the preparation and presentation of evidence for assessment <b>Credits: 4</b></li> <li>• Supervise customer service standards <b>Credits: 8</b></li> <li>• Supervise housekeeping and hygiene in a store <b>Credits: 6</b></li> <li>• Supervise implementation of loss control measures <b>Credits: 8</b></li> <li>• Supervise P.O.S. Operations <b>Credits: 8</b></li> <li>• Supervise promotional activities <b>Credits: 8</b></li> <li>• Supervise sales performance <b>Credits: 8</b></li> <li>• Supervise stock counts <b>Credits: 8</b></li> <li>• Develop administrative procedures in a selected organisation <b>Credits: 8</b></li> <li>• Apply the Batho Pele principles to own work role and context <b>Credits: 4</b></li> <li>• Induct a member into a team <b>Credits: 4</b></li> <li>• Manage administration records <b>Credits: 4</b></li> </ul>

Fundamental	Core	Elective
<ul style="list-style-type: none"><li>• Use the writing process to compose texts required in the business environment <b>Credits: 5</b></li><li>• Write/present/sign for a wide range of contexts <b>Credits: 5</b></li></ul>		<ul style="list-style-type: none"><li>• Manage individual and team performance <b>Credits: 8</b></li><li>• Manage service providers in a selected organisation <b>Credits: 5</b></li><li>• Manage time productively <b>Credits: 4</b></li><li>• Apply efficient time management to the work of a department/division/section <b>Credits: 4</b></li></ul>

**NQF 4**

■ Wholesale and Retail learnerships

National Certificate: Wholesale and Retail Buying Planning

Fundamental	Core	Elective
<ul style="list-style-type: none"> <li>• Explain the buying and planning functions in the wholesale and retail industry <b>Credits: 5</b></li> <li>• Apply the principles of ethics to improve organisational culture <b>Credits: 5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and respond to merchandise performance <b>Credits: 8</b></li> <li>• Determine an organisations target market <b>Credits: 8</b></li> <li>• Determine selling prices of merchandise for sale <b>Credits: 8</b></li> <li>• Negotiate with suppliers <b>Credits: 12</b></li> <li>• Propose a product range for a wholesale and retail outlet <b>Credits: 10</b></li> <li>• Research and analyse competitor strategies <b>Credits: 12</b></li> </ul>	<ul style="list-style-type: none"> <li>• Work as a project team member <b>Credits: 8</b></li> <li>• Allocate stock to stores <b>Credits: 10</b></li> <li>• Apply business financial practices <b>Credits: 4</b></li> <li>• Buy merchandise for a wholesale and retail outlet <b>Credits: 15</b></li> <li>• Manage the financial performance of a range of merchandise <b>Credits: 15</b></li> <li>• Manage the supply of stock through the supply chain <b>Credits: 4</b></li> <li>• Source suppliers <b>Credits: 10</b></li> </ul>

■ **Wholesale and Retail learnerships**

National Certificate: Generic Management: Wholesale and Retail Management

Fundamental	Core	Elective
<ul style="list-style-type: none"> <li>• Analyse leadership and related theories in a work context <b>Credits: 8</b></li> <li>• Apply a systems approach to decision making <b>Credits: 6</b></li> <li>• Apply mathematical analysis to economic and financial information <b>Credits: 6</b></li> <li>• Apply the principles of ethics to improve organisational culture <b>Credits: 5</b></li> <li>• Develop, implement and evaluate a project plan <b>Credits: 8</b></li> <li>• Manage the finances of a unit <b>Credits: 8</b></li> <li>• Use communication techniques effectively <b>Credits: 8</b></li> </ul>	<ul style="list-style-type: none"> <li>• Apply the principles of knowledge management <b>Credits: 6</b></li> <li>• Build teams to achieve goals and objectives <b>Credits: 6</b></li> <li>• Create and manage an environment that promotes innovation <b>Credits: 6</b></li> <li>• Develop, implement and evaluate an operational plan <b>Credits: 8</b></li> <li>• Devise and apply strategies to establish and maintain workplace relationships <b>Credits: 6</b></li> <li>• Formulate recommendations for a change process <b>Credits: 8</b></li> <li>• Lead people development and talent management <b>Credits: 8</b></li> <li>• Manage a diverse work force to add value <b>Credits: 6</b></li> <li>• Monitor and evaluate team members against performance standards <b>Credits: 8</b></li> <li>• Analyse and respond to merchandise performance <b>Credits: 8</b></li> <li>• Monitor, assess and manage risk <b>Credits: 8</b></li> <li>• Select and coach first line managers <b>Credits: 8</b></li> </ul>	<ul style="list-style-type: none"> <li>• Induct a new employee <b>Credits: 6</b></li> <li>• Conduct a disciplinary hearing <b>Credits: 15</b></li> <li>• Demonstrate an understanding of the sectoral determination for the wholesale and retail sector <b>Credits: 8</b></li> <li>• Manage a training intervention <b>Credits: 8</b></li> <li>• Manage shrinkage and losses in a wholesale and retail unit <b>Credits: 12</b></li> <li>• Manage stock holding procedures in a wholesale and retail unit <b>Credits: 6</b></li> <li>• Conduct outcomes-based assessment <b>Credits: 15</b></li> </ul>

## **National Certificate: Occupationally Directed Education, Training and Development Practices (NQF 4) SAQA ID 50332**

This qualification will be useful to those within the world of work and who provide training in the workplace, or for those who have been practicing within the field, but without formal recognition. In particular, this qualification will be useful for:

- o ETP Coordinators
- o Entry-level trainers
- o Junior Training Officers
- o Training Administrators

### **Learners of this qualification will be able to:**

- o Prepare for and facilitate learning.
- o Provide learner support.
- o Carry out administration related to learning.
- o Contribute to Human Resource Management Practices.

### **Learners will generally carry out their role within the context of:**

- o Given learning material and course designs.
- o Given administration systems.
- o Given evaluation instruments.
- o Given Quality Assurance Policies, Procedures and Processes.
- o An established learning environment where learners are already identified.
- o A guided and supported learning environment.
- o Given results from a learning needs analysis.

### **Who should have this qualification?**

This is an entry-level qualification, and the first in a series, which leads to levels 5 and 6 qualifications for those who want to enter the field of Education, Training and Development (ETD). Learners of this qualification will have the opportunity to build on this qualification via the certificate or diploma in OD-ETD at level 5. This qualification provides a means to give recognition to practitioners at an entry-level, thus making it possible for practitioners to increase their employment prospects, and at the same time provide a means whereby organizations can appoint practitioners in line with proven competencies. Education, Training and Development is also a priority area within the South African context and is supported by legislation, national policies and strategies. In order to meet the ETD requirements of the workplace, within the context of a quality assured environment and processes, it is important to be able to identify and recognize competent ETD practitioners at various levels.

Given the high priority of Education, Training and Development within the South African context, and in particular the emphasis on skills development, trainers are required in all fields of learning. Much of the contribution to skills development is through ETD practitioners who need to have essential knowledge and practical skills in ETD, as defined by this qualification.

## National Certificate: Occupationally Directed Education, Training and Development Practices (NQF 4) SAQA ID 50332

### What entry requirements must I fulfil?

- o Subject matter expertise in which they will provide education and training.
- o Communication at NQF level 3 or equivalent.
- o Mathematical Literacy at NQF level 3 or equivalent.

all of which are registered qualifications on the NQF.

### • What exit level outcomes will I have achieved?

- o Communicate in a variety of ways in Education, Training and Development contexts.
- o Use Mathematics Literacy in real life and education, training and development situations.
- o Prepare for and facilitate learning in specific outcomes.
- o Provide learner support in a range of settings.
- o Conduct administration related to learning and contribute to Human Resource Management Practices.

### How long will I be busy?

You will be required to accumulate 120 credits. You will be able to complete the qualification within 12 months. Should you wish to accumulate the credits over period of time, the duration will depend on you.

### Other good news

This qualification leads to further qualifications within the ETD environment,

Fundamental	Core	Elective
<ul style="list-style-type: none"> <li>• Accommodate audience and context needs in oral/signed communication <b>Credits: 5</b></li> <li>• Interpret and use information from texts <b>Credits: 5</b></li> <li>• Use language and communication in occupational learning programmes <b>Credits: 5</b></li> <li>• Write/present/sign texts for a range of communicative contexts <b>Credits: 5</b></li> <li>• Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems <b>Credits: 6</b></li> <li>• Engage in sustained oral/signed communication and evaluate spoken/signed texts <b>Credits: 5</b></li> <li>• Read/view, analyse and respond to a variety of texts <b>Credits: 5</b></li> <li>• Represent, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts <b>Credits: 4</b></li> <li>• Use language and communication in occupational learning programmes <b>Credits: 5</b></li> <li>• Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues <b>Credits: 6</b></li> <li>• Write/present/sign for a wide range of contexts <b>Credits: 5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Carry out course administration <b>Credits: 3</b></li> <li>• Perform one-to-one training on the job <b>Credits: 4</b></li> <li>• Assist and support learners to manage their learning experience <b>Credits: 5</b></li> <li>• Conduct targeted training and development using given methodologies <b>Credits: 10</b></li> <li>• Define target audience profiles and skills gaps <b>Credits: 6</b></li> <li>• Facilitate the preparation and presentation of evidence for assessment <b>Credits: 4</b></li> <li>• Identify and respond to learners with special needs and barriers to learning <b>Credits: 10</b></li> </ul>	<ul style="list-style-type: none"> <li>• Help learners with language and literacies across the curriculum <b>Credits: 12</b></li> <li>• Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework <b>Credits: 5</b></li> <li>• Recruit and select candidates to fill defined positions <b>Credits: 9</b></li> </ul>

## National Certificate: Occupationally-Directed Education, Training and Development Practices (NQF5) SAQA ID 50334

### Why do this qualification?

This qualification is for those who want to build on a FETC in any field to enter the field of OD-ETD as a potential career and have little or no previous exposure to ETD. The qualification will also be valuable for those who may have been practicing within the field, but without formal recognition. This qualification will be useful for:

- o Learning facilitators
- o Assessors
- o Learner and learning supporters
- o Skills Development Facilitators

Depending on areas of specialization selected, recipients of this qualification will be able to:

- o Design and develop learning interventions.
- o Facilitate learning.
- o Design and conduct assessments.
- o Support learners and learning.
- o Evaluate learning interventions and conduct self evaluation.
- o Facilitate skills development.

Practitioners will generally carry out their role within the context of:

- o Given Quality Assurance Policies, Procedures and Processes.
- o A guided and supported learning environment.

### Who should have this qualification?

The development of skills within and for the workplace is a priority within South Africa, as supported by legislation, national policies and

strategies. Much of the needed skills development is carried out by people who have knowledge and skills within their areas of expertise, but lack the required skills in relation to ETD. Many of the skills development objectives, nationally and within companies and organizations, are met through the efforts of ETD practitioners operating at NQF level 5, and this certificate addresses the key competencies of such practitioners.

This qualification will meet the need of those who wish to progress beyond the FETC OD-ETD or who wish to enter the field of ETD for the first time. The certificate will also help to increase the employment prospects of ETD practitioners, while helping to ensure quality and competence within the ETD field.

This qualification will provide a means to recognize OD-ETD practice at Level 5 across all the roles in a generalist capacity, with particular application possible in at least one role. Practitioners who wish to extend the skills in ETD to cover further ETD roles may progress from this certificate to the Diploma OD-ETD, Level 5.

### What entry requirements must I fulfil?

- o Subject matter expertise in which they will provide education and training at a level required to engage meaningfully in ETD within that field.
- o FETC or equivalent.
- o Further learning assumptions are specified within the associated unit

## **National Certificate: Occupationally-Directed Education, Training and Development Practices (NQF5) SAQA ID 50334**

standards where required.

### **What exit level outcomes will I have achieved?**

- o Communicate in a variety of ETD settings
- o Design and develop learning programmes and processes.
- o Facilitate and evaluate learning.
- o Engage in and promote assessment practices.
- o Provide learning support to learners and organisations.
- o Conduct skills development facilitation.

### **How long will I be busy?**

You will be required to accumulate 120 credits. You will be able to complete the qualification within 12 months. Should you wish to accumulate the credits over period of time, the duration will depend on you.

### **Other good news**

This qualification leads to further qualifications within the ETD environment, all of which are registered qualifications on the NQF.

Fundamental	Core	Elective
<ul style="list-style-type: none"> <li>• Sustain oral interaction across a wide range of contexts and critically evaluate spoken texts <b>Credits: 5</b></li> <li>• Write and present for a wide range of purposes, audiences and contexts <b>Credits: 5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Assist and support learners to manage their learning experiences <b>Credits: 5</b></li> <li>• Define target audience profiles and skills gaps <b>Credits: 6</b></li> <li>• Conduct outcomes-based assessment <b>Credits: 15</b></li> <li>• Demonstrate understanding of the outcomes-based education and training framework within the context of a National Qualifications Framework <b>Credits: 5</b></li> <li>• Evaluate a learning intervention using given evaluation instruments <b>Credits: 10</b></li> <li>• Facilitate learning using a variety of given methodologies <b>Credits: 10</b></li> <li>• Guide learners about their learning, assessment and recognition opportunities <b>Credits: 6</b></li> <li>• Provide information and advice regarding skills development and related issues <b>Credits: 4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate planned skills development interventions in an organisation <b>Credits: 6</b></li> <li>• Develop an organisational training and development plan <b>Credits: 10</b></li> <li>• Develop outcomes-based learning programmes <b>Credits: 10</b></li> <li>• Conduct moderation of outcomes-based assessments <b>Credits: 10</b></li> <li>• Design and develop outcomes-based assessments <b>Credits: 10</b></li> <li>• Design outcomes-based learning programmes <b>Credits: 15</b></li> <li>• Evaluate and promote education training and development (ETD) providers, services and products for organisational use <b>Credits: 5</b></li> <li>• Identify and respond to learners with special needs and barriers to learning <b>Credits: 10</b></li> <li>• Promote a learning culture in an organisation <b>Credits: 3</b></li> <li>• Conduct an analysis to determine outcomes of learning for skills development and other purposes <b>Credits: 4</b></li> </ul>

## National Diploma: Occupationally-Directed Education, Training and Development Practices (NQF5) SAQA ID 50333

### Why do this qualification?

This qualification will assist the individual to function more specifically as an ETD Practitioner within the designated roles and tasks.

### Who should I have this qualification?

Any person who is already practising within the ETD field but without formal recognition. Any individual who would want to begin specialising in a particular ETD direction will find this qualification useful.

### What entry requirements must I fulfil?

- You will need to be a subject matter expert in a particular field or occupation where you will be providing education, training and development initiatives.
- A FET Certificate or equivalent.

### What will I be able to do at the end of the learning?

- Communicate in a variety of ways
- Engage in all aspects of the education, training and development cycle
- Conduct elementary research and needs analyses
- Design and develop learning programmes and processes
- Facilitate learning
- Engage in and promote assessment practices
- Provide learning support to learners and organisations

- Manage and administer education, training and development
- Provide quality assurance services related to education, training and development
- Define and evaluate standards and qualifications

### How long will I be busy?

You will be required to accumulate 240 credits. You should be able to complete the qualification within 24 months.

### What if I can do certain activities already?

You will be able to apply for RPL assessment against the relevant exit level outcomes. This means that evidence of your recent experiences related to the outcomes can be submitted for assessment. This process is called **R**ecognition of **P**rior Learning.

### Other good news

This qualification leads to the OD-ETD Practices Degree on NQF Level 6.

Fundamental	Core	Elective
<ul style="list-style-type: none"> <li>• Access, process, adapt and use data from a wide range of texts <b>Credits: 5</b></li> <li>• Sustain oral interaction across a wide range of contexts and critically evaluated spoken texts <b>Credits: 5</b></li> <li>• Use language and communication strategies for vocational and occupational learning <b>Credits: 5</b></li> <li>• Write and present for a wide range of purposes, audiences and contexts <b>Credits: 5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Assist and support learners to manage their learning experience <b>Credits: 5</b></li> <li>• Conduct skills development administration in an organisation <b>Credits: 4</b></li> <li>• Define target audience profiles and skills gaps <b>Credits: 6</b></li> <li>• Build teams to meet set goals and objectives <b>Credits: 3</b></li> <li>• Conduct outcomes-based assessment <b>Credits: 15</b></li> <li>• Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework <b>Credits: 5</b></li> <li>• Evaluate a learning intervention using given evaluation instruments <b>Credits: 10</b></li> <li>• Facilitate learning using a variety of given methodologies <b>Credits: 10</b></li> <li>• Facilitate the transfer and application of learning in the workplace <b>Credits: 5</b></li> <li>• Guide learners about their learning, assessment and recognition opportunities <b>Credits: 6</b></li> <li>• Harness diversity and build on strengths of a diverse working environment <b>Credits: 3</b></li> <li>• Identify and respond to learners with special needs and barriers to learning <b>Credits: 10</b></li> </ul>	<ul style="list-style-type: none"> <li>• Advise on the establishment and implementation of a quality management system for skills development practices in an organisation <b>Credits: 10</b></li> <li>• Demonstrate understanding of the concept of human rights and democracy and its application in society <b>Credits: 12</b></li> <li>• Manage learner information systems using an information management system <b>Credits: 4</b></li> <li>• Manage the design, development and review of a human resource information system <b>Credits: 3</b></li> <li>• Promote a learning culture in an organisation <b>Credits: 3</b></li> <li>• Recruit and select candidates to fill defined position <b>Credits: 9</b></li> <li>• Supervise a project team of a developmental project to deliver project objectives <b>Credits: 14</b></li> <li>• Conduct an analysis to determine outcomes of learning for skills development and other purposes <b>Credits: 4</b></li> <li>• Define standards for assessment, education, training and development <b>Credits: 8</b></li> <li>• Design and develop qualifications for assessment, education, training and development <b>Credits: 6</b></li> </ul>

Fundamental	Core	Elective
	<ul style="list-style-type: none"> <li>• Provide information and advice regarding skills development and related issues <b>Credits: 4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate and promote education training and development (ETD) providers, services and products for organisational use <b>Credits: 5</b></li> <li>• Develop outcomes-based learning programmes <b>Credits: 10</b></li> <li>• Design outcomes-based learning programmes <b>Credits: 15</b></li> <li>• Design and develop outcomes-based assessments <b>Credits: 10</b></li> <li>• Conduct moderation of outcomes-based assessments <b>Credits: 10</b></li> <li>• Develop an organisational training and development plan <b>Credits: 10</b></li> <li>• Coordinate planned skills development interventions in an organisation <b>Credits: 6</b></li> <li>• Manage the capture, storage and retrieval of human resources information using an information system <b>Credits: 6</b></li> </ul>

## National Certificate: Occupationally-Directed Education, Training and Development Practices (NQF6) SAQA ID 50331

### Who should I have this qualification and why?

This qualification is for those who are qualified at Certificate, Diploma or Degree level within the Higher Education and Training (HET) band in an academic or occupational area, and wish to act in a variety of Education, Training and Development (ETD) related roles at a high level. This Certificate will enable a person to achieve recognition for Occupationally Directed Education, Training and Development (ODETD) competencies at a high level without needing to acquire a Degree in ETD. The Certificate includes competencies across all the ETD roles, with the opportunity to specialise at a high level in two or more of the following roles:

Learning Design and Development.

- Learning Facilitation.
- Assessment.
- Strategic Management.
- Quality Assurance.
- Standards Setting and Qualification Design.
- Skills Development Facilitation.

### What entry requirements must I fulfil?

It is assumed that practitioners have expertise in the subject/occupation field in which they intend to provide education, training and development, at a level required to engage meaningfully in ETD within that field, and have a Certificate or Diploma at least at level 5.

Further learning assumptions are specified within the associated unit standards where required.

### Recognition of prior learning:

This qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined exit level outcomes and/or individual unit standards.

Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment and the requirements for integrated assessment.

### Access to the qualification:

National Certificate or Diploma at Level 5 in any field of learning other than ETD.

### What will I be able to do at the end of the learning?

Depending on areas of specialisation selected, recipients of this Qualification will be able to:

- Analyse needs and plan learning.
- Design and develop learning programmes and processes.
- Facilitate learning in routine and complex situations.

## **National Certificate: Occupationally-Directed Education, Training and Development Practices (NQF6) SAQA ID 50331**

- Engage in and promote assessment practices.
- Facilitate and manage skills development in an organisation.
- Define and evaluate standards and qualifications.
- Evaluate HRD interventions.

### **How long will I be busy?**

You will be required to accumulate 145 credits. You should be able to complete the qualification within 12 months.

### **What if I can do certain activities already?**

You will be able to apply for RPL assessment against the relevant exit level outcomes. This means that evidence of your recent experiences related to the outcomes can be submitted for assessment. This process is called **Recognition of Prior Learning**.

Fundamental	Core	Elective
<ul style="list-style-type: none"> <li>• Complete a research assignment <b>Credits: 20</b></li> </ul>	<ul style="list-style-type: none"> <li>• Conduct outcomes-based assessment <b>Credits: 15</b></li> <li>• Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework <b>Credits: 5</b></li> <li>• Develop an organisational training and development plan <b>Credits: 6</b></li> <li>• Evaluate a learning intervention using given evaluation instruments <b>Credits: 10</b></li> <li>• Facilitate learning using a variety of given methodologies <b>Credits: 10</b></li> <li>• Guide learners about their learning, assessment and recognition opportunities <b>Credits: 6</b></li> <li>• Provide information and advice regarding skills development and related issues <b>Credits: 4</b></li> <li>• Conduct an analysis to determine outcomes of learning for skills development and other purposes <b>Credits: 4</b></li> <li>• Define standards for assessment, education, training, and development <b>Credits: 8</b></li> <li>• Design and develop instruments to evaluate education, training and development <b>Credits: 12</b></li> <li>• Develop an organisational training and development plan <b>Credits: 6</b></li> </ul>	<ul style="list-style-type: none"> <li>• Advise on the establishment and implementation of a quality management system for skills development practices in an organisation <b>Credits: 10</b></li> <li>• Coordinate planned skills development interventions in an organisation <b>Credits: 6</b></li> <li>• Develop outcomes-based learning programmes <b>Credits: 10</b></li> <li>• Advise and counsel learners <b>Credits: 8</b></li> <li>• Conduct moderation of outcomes-based assessments <b>Credits: 10</b></li> <li>• Design and develop outcomes-based assessment <b>Credits: 10</b></li> <li>• Design and develop qualifications for assessment, education, training and development <b>Credits: 6</b></li> <li>• Design outcomes-based learning programmes <b>Credits: 15</b></li> <li>• Evaluate and promote education training and development (ETD) providers, services and products for organisational use <b>Credits: 5</b></li> </ul>

- **Assessor and Moderator training** has also been customised for Educators at Foundation, Intermediate Senior and FET phases (Based on new registered unit standards)
- **Other workshops (ETDP SETA)**

<b>Workshop</b>	<b>Duration (days)</b>
SDF	3
Assessor	3
Moderator	2
Facilitate Learning ("Train the Trainer")	5
Plan and Develop Learning Materials	5
Quality Assurance	3
RPL (Facilitate the Preparation and Presentation of Assessment Evidence by Candidates and Advise and Refer Learners)	3
Coach and Mentor	4
HIV/AIDS (Contribute Towards the Distribution of HIV/AIDS Information in the Workplace)	2
Manage a Learnership	3
HR Consultant	5
Employment legislation	3
Computer literacy	5
HR Admin & Remuneration Systems	3

- Unit standards forming part of the “Advanced Certificate: Education School Management and Leadership”, ID 48878, NQF 6.

Fundamental	Core	Elective
<ul style="list-style-type: none"> <li>• Demonstrate basic computer literacy in school management <b>Credits: 4</b></li> <li>• Demonstrate effective language skills in school management and leadership <b>Credits: 6</b></li> </ul>	<ul style="list-style-type: none"> <li>• Understand school management and leadership in the South African context <b>Credits: 10</b></li> <li>• Develop a portfolio to demonstrate school management and leadership competence <b>Credits: 10</b></li> <li>• Lead and manage people <b>Credits: 20</b></li> <li>• Manage organizational systems and physical and financial resources <b>Credits: 20</b></li> <li>• Manage policy, planning, school development and governance <b>Credits: 20</b></li> <li>• Manage teaching and learning <b>Credits: 20</b></li> </ul>	<ul style="list-style-type: none"> <li>• Conduct outcomes-based assessment <b>Credits: 15</b></li> <li>• Conduct moderation of outcomes-based assessments <b>Credits: 10</b></li> </ul>

Educators can register with Edutel for the following unit standards:

**First year ACE: School Management and Leadership**

- 115436 - Manage teaching and learning (20 credits, NQF 6)
- 115441 - Understand school management and leadership in the South African context (10 credits, NQF 5)
- 115438 - Develop a portfolio to demonstrate school management and leadership competence (10 credits, NQF 6)
- 115437 - Lead and manage people (20 credits, NQF 6)

**Second year ACE: School Management and Leadership**

- 115434 - Manage organizational systems and physical and financial resources (20 credits, NQF 6)

- 115439 - Manage policy, planning, school development and governance (20 credits, NQF 5)
- 115753 - Conduct outcomes-based assessment (15 credits, NQF 5)
- 115759 - Conduct moderation of outcomes-based assessment (10 credits, NQF 6)
- 115440 - Demonstrate effective language skills in school management and leadership (6 credits, NQF 5)

and after successful completion receive a joint certificate from Edutel and University of Johannesburg that will allow them to complete the 2nd year of the ACE programme with the University of Johannesburg.

### **National Policy Framework for Teacher Education and Development**

During April 2007 the Minister of Education published the New National Framework for Teacher Education and Development.

Part of this includes that all educators needs to enter for Continued Professional Development Activities and called PD point during every 3 year cycle.

Edutel offers such short programmes and teachers should be able to collect PD points for programmes offered by Edutel.

The unit standards forming part of the ACE Education School Management and Leadership is a good example of such.

PD POINTER - A subscription newspaper

# PD Pointer

Edutel launched its own subscription newspaper in March 2008 allowing teachers to subscribe to a paper that allows them to do one skills programmes per annum.



## SACE responsible for development system

Educators are required to develop themselves in order to enhance their professional competence and performance in the classroom and school.

The concept of Continued Professional Teacher Development (CPTD) for teachers is a crucial topic in the new National Policy Framework for Teachers Education and Development in South Africa.

This policy was gazetted at the end of April 2007 and it thus becomes an educator's responsibility to identify development needs and address these through appropriate training.

Minister of Education, Naledi Pandor, stated on 7 September in the Government Gazette that the new qualifications framework has been designed to meet demanding challenges facing the higher education system in the 21st century. "It will guide higher education

institutions in the development of programmes and qualifications that provide graduates with intellectual capabilities and skills that can both enrich society and empower themselves and enhance economic and social development."

In the new system the South African Council for Educators (SACE), as the statutory body for professional educators, will have overall responsibility for the implementation, management and quality assurance of the CPTD system.

According to the Government Gazette (26 April 2007) the SACE will be provided with the necessary resources and support to undertake that role.

The PD Points method is an internationally recognised technique used by professional bodies in many fields to acknowledge their members' continuing professional development. Each teacher will be expected to earn

a target number of PD Points in each successive three-year cycle by undertaking a variety of professional development activities, endorsed by the SACE on grounds of their fitness of purpose and quality, that suit their own needs and requirements or that have been required by their employers. PD Points will be allocated to activities classified in five categories: School led programmes, employer led programmes, qualification programmes, other programmes, offered by NGO's, teachers' unions, community-based and faith-based organisations, or other approved providers and self-chosen activities. But, the Policy Act warns that teachers should not neglect their main responsibilities in order to earn PD Points. The administrative burden on teachers must not be increased and poor quality providers and PD activities must be screened out of the system.

Addressing your competency gaps by doing credit bearing training at very affordable costs. These credits can count towards your next qualifications. Read more about this inside.

## ■ Service Sector Learnerships and qualifications

National Certificate: New Venture Creation (SMME) NQF4  
ID 66249 (approval pending)

Fundamental	Core	Elective
<b>Minimum 56 credits</b>	<b>Minimum 82 credits</b>	<b>Minimum 11 credits</b>
<ul style="list-style-type: none"> <li>• Accommodate audience and context needs in oral/signed communication <b>Credits: 5</b> ID: 119472    NQF 3</li> <li>• Interpret and use information from texts <b>Credits: 5</b> ID: 119457    NQF 3</li> <li>• Use language and communication in occupational learning programmes <b>Credits: 5</b> ID: 119467    NQF 3</li> <li>• Write/present/sign texts for a range of communicative contexts <b>Credits: 5</b> ID: 119465    NQF 3</li> <li>• Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems <b>Credits: 6</b> ID: 9015    NQF 4</li> <li>• Engage in sustained oral/signed communication and evaluate spoken/signed texts <b>Credits: 5</b> ID: 119462    NQF 4</li> <li>• Read/view, analyse and respond to a variety of texts <b>Credits: 5</b> ID: 119469    NQF4</li> <li>• Represent, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts <b>Credits: 4</b> ID: 9016    NQF 4</li> </ul>	<ul style="list-style-type: none"> <li>• Apply innovative thinking to the development of a small business <b>Credits: 4</b> ID: 114600    NQF 4</li> <li>• Apply the principles of costing and pricing to a business venture <b>Credits: 6</b> ID: 263455    NQF 4</li> <li>• Demonstrate an understanding of an entrepreneurial profile <b>Credits: 5</b> ID: 263356    NQF 4</li> <li>• Demonstrate an understanding of the function of the market mechanisms in a new venture <b>Credits: 5</b> ID: 263514    NQF 4</li> <li>• Explain and apply the concept, principles and theories of motivation in a leadership context <b>Credits: 6</b> ID: 120389    NQF 4</li> <li>• Finance a new venture <b>Credits: 5</b> ID: 114584    NQF 4</li> <li>• Implement an action plan for a new venture <b>Credits: 4</b> ID: 263534    NQF4</li> <li>• Manage finances of a new venture <b>Credits: 6</b> ID: 263474    NQF4</li> <li>• Manage general administration <b>Credits: 4</b> ID: 114805    NQF 4</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit <b>Credits: 8</b> ID: 13952    NQF 4</li> <li>• Describe and apply the management of stock and fixed assets in a business unit <b>Credits: 2</b> ID: 13945    NQF4</li> <li>• Demonstrate knowledge and application of ethical conduct in a business environment <b>Credits: 4</b> ID: 242655    NQF 4</li> </ul>

Fundamental	Core	Elective
<p style="text-align: center;"><b>Minimum 56 credits</b></p> <ul style="list-style-type: none"> <li>• Use language and communication in occupational learning programmes <b>Credits: 5</b> ID: 119471    NQF 4</li> <li>• Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues <b>Credits: 6</b> ID: 7468    NQF 4</li> <li>• Write/present/sign for a wide range of contexts <b>Credits: 5</b> ID: 119459    NQF 4</li> </ul>	<p style="text-align: center;"><b>Minimum 82credits</b></p> <ul style="list-style-type: none"> <li>• Negotiate an agreement or deal in an authentic work situation <b>Credits: 5</b> ID: 13948    NQF 4</li> <li>• Plan and manage production/operations in a new venture <b>Credits: 6</b> ID: 263434    NQF 4</li> <li>• Plan strategically to improve new venture performance <b>Credits: 4</b> ID: 263456    NQF 4</li> <li>• Produce business plans for a new venture <b>Credits: 8</b> ID: 114592    NQF 4</li> <li>• Research the viability of new venture ideas/opportunities <b>Credits: 5</b> ID: 114596    NQF4</li> <li>• Implement and manage human resource and labour relations policies and acts <b>Credits: 9</b> ID: 116394    NQF 5</li> </ul>	<p style="text-align: center;"><b>Minimum 9 credits</b></p>

- ### Supervisory learnership NQF 4

Further Education and Training Certificate: Generic Management  
ID 57712 (approval pending)

Fundamental	Core	Electives Minimum 22 credits
<ul style="list-style-type: none"> <li>Accommodate audience and context needs in oral/signed communication <b>Credits: 5</b> ID: 119472    NQF 3</li> <li>Interpret and use information from texts <b>Credits: 5</b> ID: 119457    NQF 3</li> <li>Use language and communication in occupational learning programmes <b>Credits: 5</b> ID: 119467    NQF 3</li> <li>Write/present/sign texts for a range of communicative contexts <b>Credits: 5</b> ID: 119465    NQF 3</li> <li>Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems <b>Credits: 6</b> ID: 9015    NQF 4</li> <li>Engage in sustained oral/signed communication and evaluate spoken/signed texts <b>Credits: 5</b> ID: 119462    NQF 4</li> <li>Read/view, analyse and respond to a variety of texts <b>Credits: 5</b> ID: 119469    NQF 4</li> <li>Represent, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts <b>Credits: 4</b> ID: 9016    NQF 4</li> </ul>	<ul style="list-style-type: none"> <li>Apply leadership concepts in a work context <b>Credits: 12</b> ID: 242824    NQF 4</li> <li>Apply the organisation's code of conduct in a work environment <b>Credits: 5</b> ID: 242815    NQF 4</li> <li>Conduct a structured meeting <b>Credits: 5</b> ID: 242816    NQF 4</li> <li>Employ a systematic approach to achieving objectives <b>Credits: 10</b> ID: 242822    NQF 4</li> <li>Identify responsibilities of a team leader in ensuring that organisational standards are met <b>Credits: 6</b> ID: 242821    NQF 4</li> <li>Manage expenditure against a budget <b>Credits: 6</b> ID: 242810    NQF 4</li> <li>Monitor the level of service to a range of customers <b>Credits: 5</b> ID: 242829    NQF 4</li> <li>Motivate and Build a Team <b>Credits: 10</b> ID: 242819    NQF 4</li> <li>Prioritise time and work for self and team <b>Credits: 5</b> ID: 242811    NQF 4</li> </ul>	<ul style="list-style-type: none"> <li>Induct a member into a team <b>Credits: 4</b> ID: 242812    NQF 3</li> <li>Maintain records for a team <b>Credits: 4</b> ID: 242820    NQF 3</li> <li>Explain the contribution made by own area of responsibility to the overall organisational strategy <b>Credits: 5</b> ID: 242813    NQF 4</li> <li>Describe the relationship of junior management to other management roles <b>Credits: 5</b> ID: 242818    NQF 4</li> <li>Manage individual and team performance <b>Credits: 8</b> ID: 11473    NQF 4</li> <li>Analyse new developments reported in the media that could impact on a business sector or industry <b>Credits: 10</b> ID: 13943    NQF 4</li> </ul>

Fundamental	Core	Electives Minimum 22 credits
<ul style="list-style-type: none"> <li>• Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues <b>Credits: 6</b> ID: 7468      NQF 4</li> <li>• Use the writing process to compose texts required in the business environment <b>Credits: 5</b> ID: 12153      NQF 4</li> <li>• Write/present/sign for a wide range of contexts <b>Credits: 5</b> ID: 119459      NQF 4</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems, make decisions and implement solutions <b>Credits: 8</b> ID: 242817      NQF 4</li> </ul>	

NOTE: All fundamental and core unit standards are compulsory. Learners must choose unit standards totalling a minimum of 22 credits for the elective component.

• **Marketing and Sales Learnership NQF 4**

Further Education and Training Certificate: Marketing  
ID 67464 (approval pending)

Fundamental	Core	Electives Minimum 18 credits
<ul style="list-style-type: none"> <li>Accommodate audience and context needs in oral/signed communication <b>Credits: 5</b> ID: 119472 NQF 3</li> <li>Interpret and use information from texts <b>Credits: 5</b> ID: 119457 NQF 3</li> <li>Use language and communication in occupational learning programmes <b>Credits: 5</b> ID: 119467 NQF 3</li> <li>Write/present/sign texts for a range of communicative contexts <b>Credits: 5</b> ID: 119465 NQF 3</li> <li>Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems <b>Credits: 6</b> ID: 9015 NQF 4</li> <li>Engage in sustained oral/signed communication and evaluate spoken/signed texts <b>Credits: 5</b> ID: 119462 NQF 4</li> <li>Read/view, analyse and respond to a variety of texts <b>Credits: 5</b> ID: 119469 NQF 4</li> <li>Represent, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts <b>Credits: 4</b> ID: 9016 NQF 4</li> </ul>	<ul style="list-style-type: none"> <li>Apply marketing team work strategies <b>Credits: 4</b> ID: 252201 NQF4</li> <li>Comply with legal requirements and organisational and professional codes of conduct <b>Credits: 4</b> ID: 252216 NQF 4</li> <li>Comply with organisational ethics <b>Credits: 4</b> ID: 252217 NQF 4</li> <li>Deal with brand, product and service promotions <b>Credits: 4</b> ID: 252202 NQF 4</li> <li>Demonstrate an understanding of product positioning <b>Credits: 4</b> ID: 252206 NQF 4</li> <li>Demonstrate an understanding of the competitive environment and product positioning <b>Credits: 6</b> ID: 252211 NQF 4</li> <li>Demonstrate an understanding of the target market <b>Credits: 4</b> ID: 252203 NQF 4</li> <li>Handle a range of customer complaints <b>Credits: 4</b> ID: 252210 NQF 4</li> <li>Identify and use marketing resources to meet objectives <b>Credits: 4</b> ID: 252197 NQF 4</li> </ul>	<ul style="list-style-type: none"> <li>Conduct follow-up with customers to evaluate satisfaction levels <b>Credits: 6</b> ID: 252214 NQF 4</li> <li>Describe features, advantages and benefits of products and services <b>Credits: 10</b> ID: 252196 NQF 4</li> <li>Motivate and Build a Team <b>Credits: 4</b> ID: 242819 NQF 4</li> <li>Supervise customer service standards <b>Credits: 8</b> ID: 118028 NQF 4</li> <li>Use the writing process to compose texts required in the business environment <b>Credits: 5</b> ID: 12153 NQF 4</li> </ul>

Fundamental	Core	Electives Minimum 18 credits
<ul style="list-style-type: none"> <li>• Use language and communication in occupational learning programmes <b>Credits: 5</b> ID: 119471    NQF 4</li> <li>• Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues <b>Credits: 6</b> ID: 7468    NQF 4</li> <li>• Write/present/sign for a wide range of contexts <b>Credits: 5</b> ID: 119459    NQF 4</li> </ul>	<ul style="list-style-type: none"> <li>• Identify expertise and resources <b>Credits: 3</b> ID: 252195    NQF 4</li> <li>• Identify internal and external stakeholders <b>Credits: 4</b> ID: 252191    NQF 4</li> <li>• Identify potential and existing customers of the business <b>Credits: 4</b> ID: 252193    NQF 4</li> <li>• Instil in oneself a personal marketing culture <b>Credits: 4</b> ID: 252209    NQF 4</li> <li>• Liaise with a range of customers of a business <b>Credits: 4</b> ID: 252218    NQF 4</li> <li>• Meet marketing performance standards <b>Credits: 4</b> ID: 252194    NQF 4</li> <li>• Monitor marketing information flow and collect and process marketing data <b>Credits: 4</b> ID: 252204    NQF 4</li> </ul>	

NOTE: All fundamental and core unit standards are compulsory. Learners must choose unit standards totalling a minimum of 18 credits for the elective component.

• **Business Administration Services NQF 4**

National Certificate: Business Administration Services ID 61595

Fundamental	Core	Elective
<ul style="list-style-type: none"> <li>• Accommodate audience and context needs in oral communication Credits: 5</li> <li>• Interpret a variety of literary texts Credits: 5</li> <li>• Interpret and use information from texts Credits: 5</li> <li>• Write texts for a range of communicative contexts Credits: 5</li> <li>• Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life-related problems Credits: 6</li> <li>• Engage in sustained oral communication and evaluate spoken texts Credits: 5</li> <li>• Measure, estimate and calculate physical quantities and explore, critique and prove geometrical relationships in 2- and 3-dimensional space in the life and workplace of adult with increasing responsibilities Credits: 4</li> <li>• Read, analyse and respond to a variety of texts Credits: 5</li> <li>• Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues Credits: 6</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve personal effectiveness in business environment Credits: 6</li> <li>• Analyse new developments reported in the media that could impact on a business sector of industry Credits: 10</li> <li>• Apply the budget function in a business unit Credits: 5</li> <li>• Comply with organisational ethics Credits: 4</li> <li>• Contract service providers Credits: 3</li> <li>• Describe and apply the management of stock and fixed assets in a business unit Credits: 2</li> <li>• Describe and assist in the control of fraud in an office environment Credits: 4</li> <li>• Develop administrative procedures in a selected organisation Credits: 8</li> <li>• Display cultural awareness in dealing with customers and colleagues Credits: 4</li> <li>• Manage administration records Credits: 4</li> <li>• Manage service providers in a selected organisation Credits: 5</li> </ul>	<ul style="list-style-type: none"> <li>• Co-ordinate meetings, minor events and travel arrangements Credits: 3</li> <li>• Monitor and control reception area Credits: 3</li> <li>• Process incoming and outgoing telephone calls Credits: 3</li> <li>• Apply comprehension skills to engage written texts in a business environment Credits: 5</li> <li>• Identify expertise and resources Credits: 3</li> <li>• Identify internal and external stakeholders Credits: 4</li> <li>• Implement project administration processes according to requirements Credits: 5</li> <li>• Interpret basic financial statements Credits: 3</li> <li>• Participate in the implementation and utilisation of equity related processes Credits: 5</li> <li>• Plan and conduct meetings Credits: 4</li> <li>• Manage the capture, storage and retrieval of human resources information using an information system Credits: 3</li> </ul>

Fundamental	Core	Elective
<ul style="list-style-type: none"> <li>• Use the writing process to compose texts required in the business environment Credits: 5</li> <li>• Write for a wide range of contexts Credits: 5</li> </ul>	<ul style="list-style-type: none"> <li>• Present information in report format Credits: 6</li> <li>• Work as a project team member Credits: 8</li> <li>• Apply efficient time management to the work of a department/division/section Credits: 4</li> </ul>	

NOTE: All fundamental and core unit standards are compulsory. Learners must choose unit standards totalling a minimum of 11 credits for the elective component.

## Human Resources Management and Practices Support NQF 4

### Further Education and Training Certificate: Human Resources Management and Practices Support ID 67463

Fundamental 56 credits	Core 60 credits	Elective 27 credits
<ul style="list-style-type: none"> <li>• Accommodate audience and context needs in oral communication <b>Credits: 5</b></li> <li>• Interpret and use information from texts <b>Credits: 5</b></li> <li>• Use language and communication in occupational learning programmes <b>Credits: 5</b></li> <li>• Write texts for a range of communicative contexts <b>Credits: 5</b></li> <li>• Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems <b>Credits: 6</b></li> <li>• Engage in sustained oral communication and evaluate spoken texts <b>Credits: 5</b></li> <li>• Read analyse and respond to a variety of texts <b>Credits: 5</b></li> <li>• Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts <b>Credits: 4</b></li> <li>• Use language and communication in occupational learning programmes <b>Credits: 5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Apply basic business concepts <b>Credits: 8</b></li> <li>• Apply knowledge of HIV/AIDS to a specific business sector and a workplace <b>Credits: 4</b></li> <li>• Demonstrate understanding of employment relations in an organisation <b>Credits: 3</b></li> <li>• Perform one-to-one training on the job <b>Credits: 4</b></li> <li>• Represent stakeholders in consultation and discussions on matters that arise at shop floor level <b>Credits: 3</b></li> <li>• Analyse the skills development legislation and apply it in the workplace <b>Credits: 4</b></li> <li>• Assess legal contracts for business <b>Credits: 8</b></li> <li>• Induct a new employee <b>Credits: 6</b></li> <li>• Participate in the implementation and utilisation of equity related processes <b>Credits: 5</b></li> <li>• Recruit and select candidates to fill defined positions <b>Credits: 10</b></li> </ul>	<ul style="list-style-type: none"> <li>• Assist and support learners to manage their learning experiences <b>Credits: 5</b></li> <li>• Conduct targeted training and development using given methodologies <b>Credits: 10</b></li> <li>• Facilitate the preparation and presentation of evidence for assessment <b>Credits: 4</b></li> <li>• Manage individual and team performance <b>Credits: 8</b></li> </ul>

<b>Fundamental 56 credits</b>	<b>Core 60 credits</b>	<b>Elective 27 credits</b>
<ul style="list-style-type: none"> <li>• Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues <b>Credits: 5</b></li> <li>• Write for a wide range of contexts <b>Credits: 5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use the writing process to compose texts required in the business environment <b>Credits: 5</b></li> </ul>	

**Qualification Quality assured by SABPP**

**Human Resources Management and Practices NQF 5**  
**National Diploma: Human Resources Management and Practices**  
**ID 61592**

<b>Fundamental 27 credits</b>	<b>Core 174 credits</b>	<b>Elective 64 credits</b>
<ul style="list-style-type: none"> <li>• Compile and control a budget for a range of office supply requirements <b>Credits: 4</b></li> <li>• Implement a generic communication strategy <b>Credits: 10</b></li> <li>• Use communication techniques effectively <b>Credits: 8</b></li> <li>• Use language and communication strategies for vocational and occupational learning <b>Credits: 5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Apply the principles of employment equity to organisational transformation <b>Credits: 10</b></li> <li>• Conduct outcomes-based assessment <b>Credits: 15</b></li> <li>• Coordinate planned skills development interventions in an organisation <b>Credits: 6</b></li> <li>• Demonstrate and apply an understanding of the Basic Conditions of Employment Act (Act 75 of 1997) <b>Credits: 8</b></li> <li>• Demonstrate and apply an understanding of the Labour Relations Act with respect to Collective Agreements and Bargaining Councils <b>Credits: 6</b></li> <li>• Develop holistic productivity improvement strategies and plans <b>Credits: 10</b></li> <li>• Develop own ability to provide a business advisory service for SSMEs <b>Credits: 10</b></li> <li>• Draft an employment contract <b>Credits: 3</b></li> <li>• Facilitate learning using a variety of given methodologies <b>Credits: 10</b></li> <li>• Identify and interpret basic practice guidelines and plan for and implement best practice within a team, department or division <b>Credits: 4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Advise on the establishment and implementation of a quality management system for skills development practices in an organisation <b>Credits: 10</b></li> <li>• Apply a range of research methodologies to support the design and implementation of a local economic development project(s) in own work context <b>Credits: 8</b></li> <li>• Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework <b>Credits: 8</b></li> <li>• Develop an organisational training and development plan <b>Credits: 6</b></li> <li>• Manage individual careers <b>Credits: 5</b></li> <li>• Manage learner in formation using an information management system <b>Credits: 4</b></li> <li>• Manage the design, development and review of a human resource information system <b>Credits: 3</b></li> <li>• Prepare and communicate a productivity improvement plan for a functional unit <b>Credits: 6</b></li> <li>• Promote a learning culture in an organisation <b>Credits: 3</b></li> </ul>

Fundamental 27 credits	Core 174 credits	Elective 64 credits
	<ul style="list-style-type: none"> <li>• Implement codes of conduct in the team, department or division <b>Credits: 3</b></li> <li>• Institute disciplinary action <b>Credits: 8</b></li> <li>• Manage payroll records <b>Credits: 6</b></li> <li>• Manage the capture, storage and retrieval of human resources information using an information system <b>Credits: 3</b></li> <li>• Manage the induction of new staff <b>Credits: 5</b></li> <li>• Measure and assess the factors that influence labour productivity and establish the relative impact of each factor <b>Credits: 8</b></li> <li>• Monitor and advise on substantive conditions of employment and related rights and obligations in an organisation <b>Credits: 5</b></li> <li>• Monitor team members and measure effectiveness of performance <b>Credits: 4</b></li> <li>• Recognise areas in need of change, make recommendations and implement change in the team, department or division <b>Credits: 4</b></li> <li>• Recruit and select candidates to fill defined positions <b>Credits: 9</b></li> </ul>	<ul style="list-style-type: none"> <li>• Promote a productivity improvement strategy <b>Credits: 10</b></li> <li>• Provide information and advice regarding skills development and related issues <b>Credits: 4</b></li> </ul>

Fundamental 27 credits	Core 174 credits	Elective 64 credits
	<ul style="list-style-type: none"> <li data-bbox="743 392 1082 555">• Set, monitor and measure the achievement of goals and objectives for a team, department or division within an organisation <b>Credits:</b> 4</li> <li data-bbox="743 577 1082 683">• Supervise a project team of a business project to deliver project objectives <b>Credits:</b> 14</li> <li data-bbox="743 705 1082 788">• Conduct a disciplinary hearing <b>Credits:</b> 5</li> <li data-bbox="743 810 1082 893">• Conduct an organisational needs analysis <b>Credits:</b> 10</li> <li data-bbox="743 916 1082 999">• Facilitate the resolution of employee grievances <b>Credits:</b> 5</li> </ul>	

**Qualification Quality assured by SABPP**

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• **Other workshops / skills programmes (SERVICES SETA)**

- Marketing and sales management NQF 4
- Managing your team (Supervisory) NQF 4 (32 credits)
- Start your own business NQF 4 (16 credits)
- Project management NQF 4

We offer the following skills programmes:

- Managing your team
- Organising and developing yourself
- The business unit
- Working with Business Finances
- Working with Workplace Legislation
- Workplace Benefit Structures
- Using Workplace Technology
- Business Start-Up

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**Project Management Skills Programme:**

- Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget (120375) NQF4, 6 credits
- Monitor, evaluate and communicate project schedules (120387) NQF4, 4 credits
- Plan, organise and support project meetings and workshops (120382) NQF4, 4 credits
- Conduct project documentation management to support project processes (120376) NQF4, 6 credits
- Implement project administration processes according to requirement (120381) NQF4, 5 credits

We also offer

- Diversity management
- Presentation skills
- Communicate effectively
- Time management
- Stress management
- Performance management
- Customer service management
- Meeting procedures
- Finance for non-financial managers

and many more

## ■ Public Service Sector

### National Certificate: Public Administration NQF 3

Fundamental	Core	Elective
<ul style="list-style-type: none"> <li>Accommodate audience and context needs in oral/signed communication, 119472, NQF3 Credits: 5</li> <li>Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations, 9010, NQF3 Credits: 2</li> <li>Describe, apply, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts, 9013, NQF3 Credits: 4</li> <li>Interpret and use information from texts, 119457, NQF3 Credits: 5</li> <li>Investigate life and work related problems using data and probabilities, 9012, NQF3 Credits: 5</li> <li>Use language and communication in occupational learning programmes, 119467, NQF3 Credits: 5</li> <li>Use mathematics to investigate and monitor the financial aspects of personal, business and national issues, 7456, NQF3 Credits: 5</li> <li>Write/present/sign texts for a range of communicative contexts, 119465, NQF3 Credits: 5</li> </ul>	<ul style="list-style-type: none"> <li>Install a Personal Computer (PC) peripheral device, in a GUI environment, 117943, NQF1 Credits: 2</li> <li>Use generic functions in a Graphical User Interface (GUI)-environment, 117902, NQF1 Credits: 4</li> <li>Apply the basic skills of customer service, 114974, NQF2 Credits: 2</li> <li>Contribute to the health, safety and security of a financial service workplace, 8104, NQF2 Credits: 2</li> <li>Operate and take care of equipment in an office environment, 114976, NQF2 Credits: 2</li> <li>Participate in formal meetings, 114911, NQF2 Credits: 3</li> <li>Process incoming and outgoing telephone calls, 14348, NQF2 Credits: 3</li> <li>Use a Graphical User Interface (GUI)-based work processor to format documents, 117924, NQF2 Credits: 5</li> <li>Answer customer enquiries by mail, facsimile, and e-mail in a wide range of public sector contexts, 242864, NQF3 Credits: 4</li> <li>Apply public sector policies and procedures to achieve administration objectives, 242870, NQF3 Credits: 12</li> </ul>	<ul style="list-style-type: none"> <li>Co-ordinate meetings, minor events and travel arrangements, 13929, NQF3 Credits: 3</li> <li>Monitor and control office supplies, 13937, NQF3 Credits: 2</li> <li>Monitor and control reception area, 13928, NQF3 Credits: 4</li> <li>Monitor and control the receiving and satisfaction of visitors. 13930, NQF3 Credits: 4</li> <li>Plan and conduct basic research in an office environment, 13935, NQF3 Credits: 6</li> <li>Manage time productively, 114589, NQF4 Credits: 4</li> </ul>

Fundamental	Core	Elective
	<ul style="list-style-type: none"> <li>• Apply the Batho Pele principles to own work role and context, 242860, NQF3 Credits: 4</li> <li>• Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace, 13915, NQF3 Credits: 4</li> <li>• Demonstrate knowledge of and apply the Public Sector Code of Conduct in own work roles and context 242858, NQF3 Credits: 4</li> <li>• Identify basic employment rights and responsibilities and deal appropriately with own grievances and disputes, 242863, NQF3 Credits: 4</li> <li>• Identify, operate and maintain the records management system in a Public Sector organisation, 242866, NQF3 Credits: 4</li> <li>• Manage own performance improvement process in a public sector context, 242874, NQF3 Credits: 4</li> <li>• Manage own performance in a public sector workplace, 242862, NQF3 Credits: 6</li> <li>• Perform Basic Business Calculations, 11241, NQF3 Credits: 6</li> <li>• Use data entry and retrieval skills to input and retrieve computer data, 242865, NQF3 Credits: 4</li> </ul>	

Fundamental	Core	Elective
	<ul style="list-style-type: none"> <li>• Demonstrate and apply knowledge of role and responsibility of local government in South Africa, 242868, NQF4 Credits: 4</li> <li>• Demonstrate and apply knowledge of role and responsibility of national government in South Africa, 242856, NQF4 Credits: 6</li> <li>• Demonstrate and apply knowledge of role and responsibility of provincial government in South Africa 242854, NQF4 Credits: 6</li> <li>• Demonstrate and apply knowledge of the ethical standards in the Public Sector, 242857, NQF4 Credits: 4</li> </ul>	

- **University of Pretoria**
  - **ACE:** Education Management
  - **ACE:** Special Needs Education
  - **B.Ed:** (Hons) Education Management, Law and Policy
  
- **W&R SETA**
  - Edutel Skills Development providers course material for the Waterkloof High School project.
  - Edutel Skills Development was contracted to train 500 SDF's
  - Edutel Skills Development is a contracted SDF for more than 60 companies
  - Edutel Skills Development renders a service as far as the Learnerships on NQF 2, 4 and 5 are concerned.
  - W & R SETA (SMME project ) – provision of course material and capacity building of upcoming previously disadvantaged SMME providers
  
- **ISETT SETA**
  - Edutel Skills Development was contracted to train 200 SDF's
  
- **HW SETA**
  - Training of Skills Development Facilitators
  
- **ENERGY SETA**
  - Training of Assessors
  
- **MQA**
  - Training of Skills Development Facilitators
  
- **Maritime chamber**
  - Edutel concluded Training Committee training for the chamber

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- **ETDP SETA**
    - Edutel was selected to render a service in terms of the NQF 5 ETD Practitioner pilot learnership
  
  - **POSLEC SETA**
    - Edutel was selected to render a service in terms of the NQF 5 OD-ETD learnership for 100 SAP learners
  
  - **Department of labour**
    - Edutel implemented the local ESDS and IES learnerships for the Department of labour nationally in all provinces
  
  - **SASSETA**
    - Edutel has implemented learnerships for 500 learners (national rollout in all 9 provinces) for the OD-ETDP qualification on NQF4 and 5.

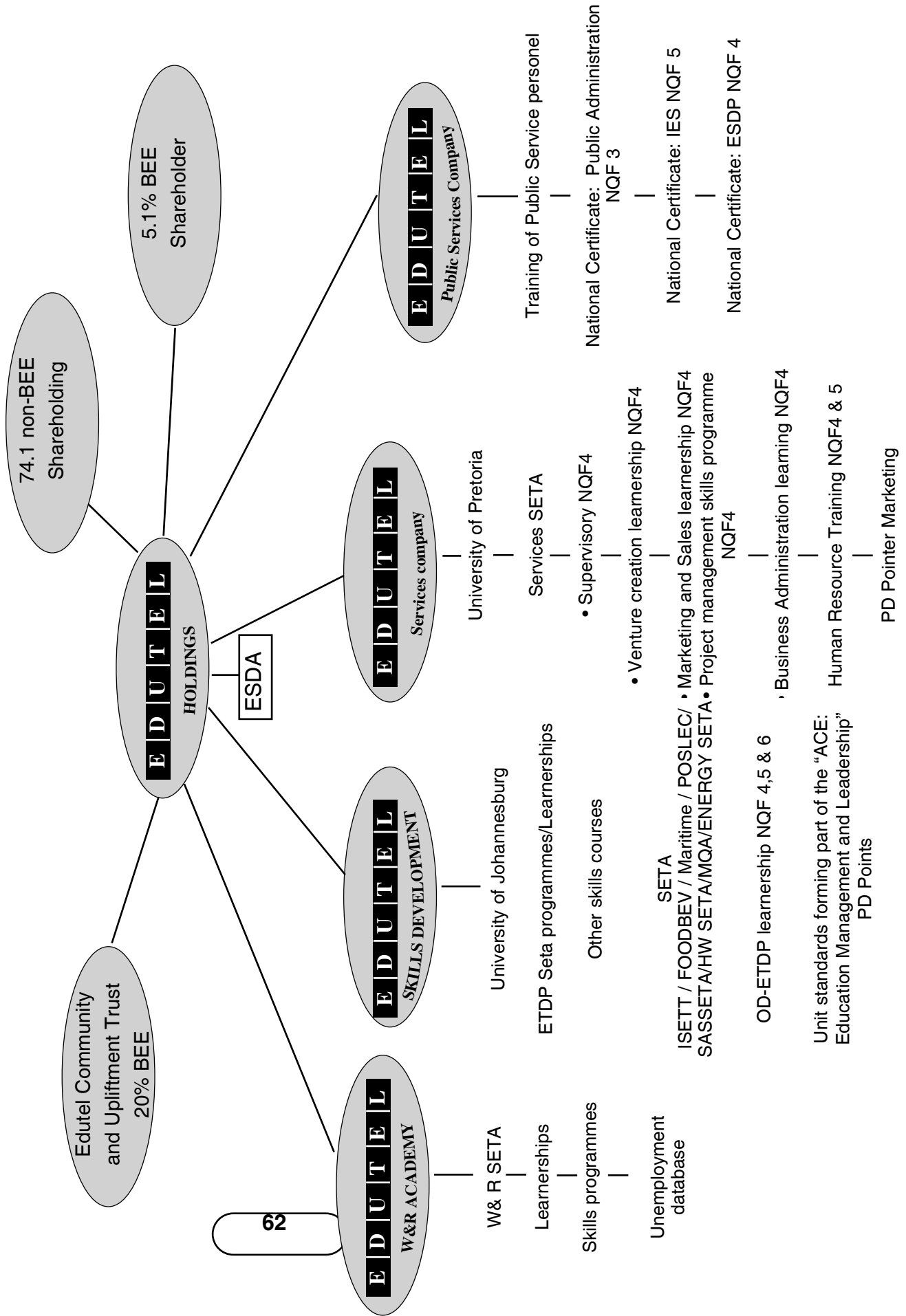
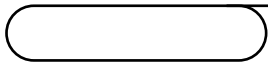
## 11. Equity - BEE

**Edutel** is a black empowered concern - 25,1 Black owned.

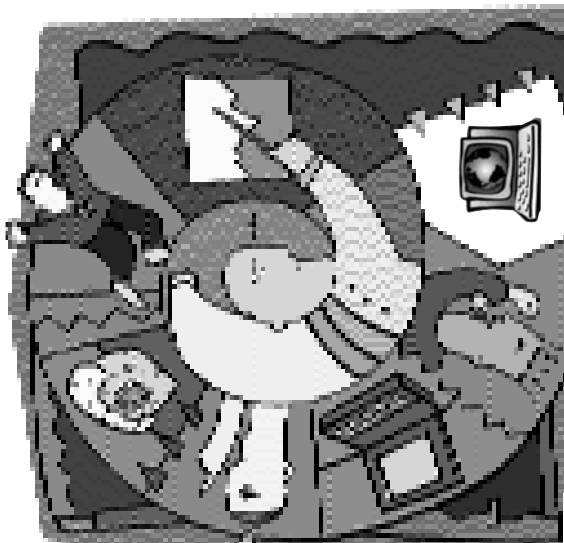
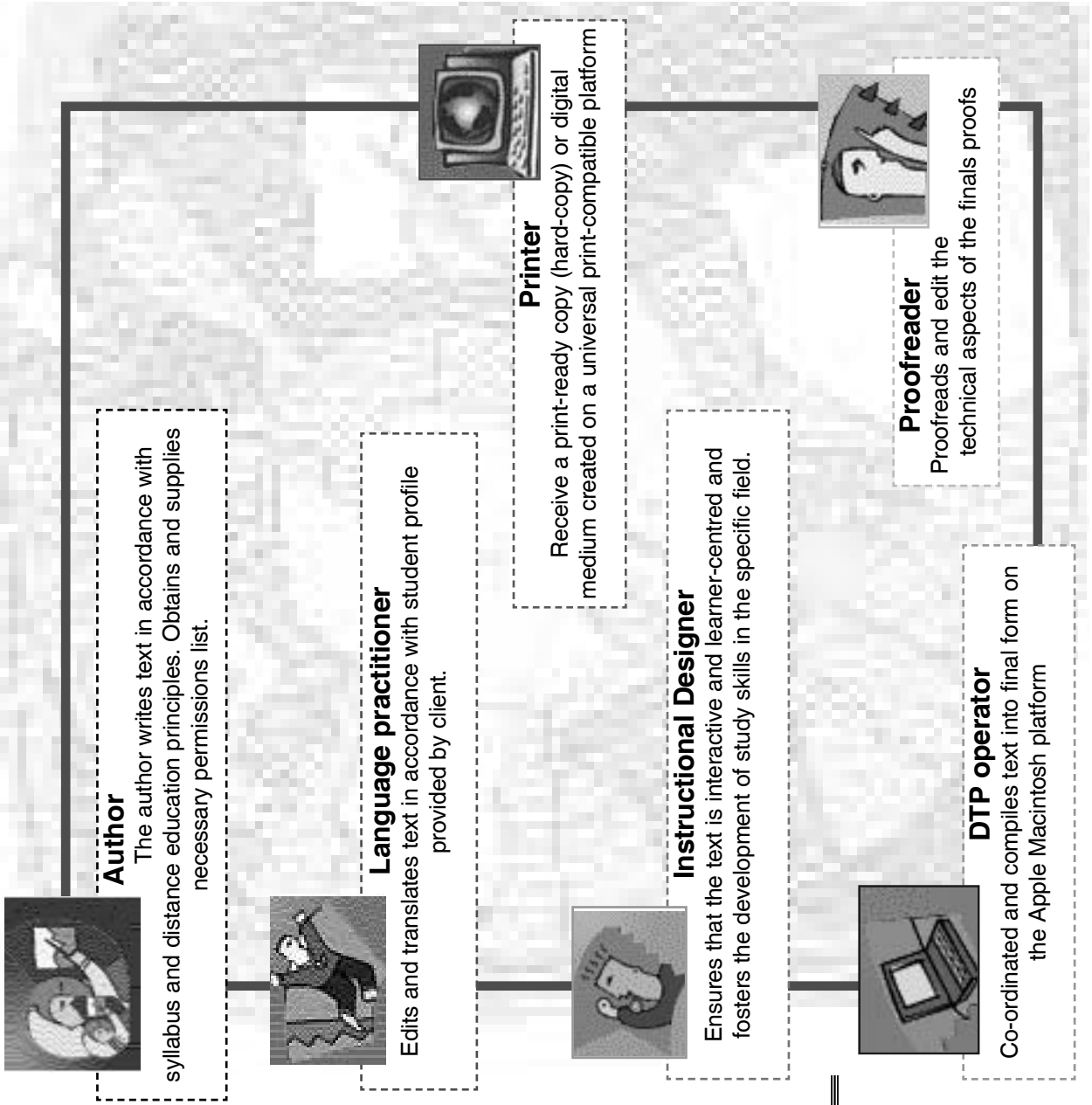
## 12. Capacity

**Edutel** functions nationally and in Africa. We have the capacity to deliver programmes to any number of people over any period of time. Proof of our capacity lies in the fact that we have over 50 full time staff members and over 70 part time staff members.

13. Edutel company structure and percentage black empowerment (25,1% BEE)



All courseware developed by Edutel is outcomes based.  
Only subject matter experts with relevant experience are assigned by Edutel to develop Courseware Material



courseware

development