



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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Contents

	Page
Contact information	v
1. Aims and objectives	1
2. Background	2
3. Why choose Edutel Group as a one-stop service provider?	2
4. Edutel clients.....	4
5. Services that Edutel Skills Development can offer to clients	6
6. Global tendencies and perspectives on education	7
7. Accomplishments	8
8. Institutions with whom Edutel collaborates	10
9. Registration	10
10. Courses that Edutel offers and facilitates	11
Learnerships - Curriculum	
Wholesale and Retail	14
OD-ETD Practitioner	29
Service Sector.....	48
Public Service Sector.....	63
11. Equity	67
12. Capacity	67
13. Edutel company structure	68
14. Courseware development.....	69

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 1, 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

- Youth Development NQF 4
- 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
 - Shoprite Checkers
 - Vodacom
 - Dions
 - Foschini's
 - Woolworths
 - Massmart
 - Game
 - Galaxy Jewellers
 - Truworths
 - Tile Africa

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|----------------------|--------------------|
| - Builders Warehouse | - Sterns |
| - American Swiss | - Big Five |
| - Fashion World | - Marubeni |
| - Waltons | - Robinson Liquors |
| - Sparkport | - CTM |
| - Magnet | - Spar |
| - Exclusive Books | - Voltex |
| - Federal Mogul | - Philips |
| - Kolok | - Look & Listen |

- **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

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- Management training
 - 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.

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 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 specialisation.
- 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. Institutions with whom Edutel collaborates

- University Johannesburg
- University of Pretoria
- Various Public FET Colleges

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.

10. Courses that Edutel offers and facilitates

■ 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:**
 - Dispatch and Receiving Clerk, OFO 591201
 - Sales Assistant, OFO 621101
 - Stockroom Clerk, OFO 591105
 - Front End Supervisor, OFO 621501
 - Retail Supervisor, OFO 621501
 - Stockroom Clerk, OFO 591105
 - Receiving Clerk, OFO 591201
 - Dispatching Clerk, OFO 591201
 - Stockroom Clerk, OFO 591105
 - Cashier/Till Operator, OFO 631102
- 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

General Education and Training Certificate: Adult Basic Education and Training (Programme Pending approval)

Fundamental	Core	Elective
<ul style="list-style-type: none"> • Analyse cultural products and processes as representations of shape, space and time Credits: 2 • Critically analyse how mathematics is used in social, political and economic relations Credits: 2 • Describe and represent objectives in terms of shape, space and measurement Credits: 5 • Describe, represent and interpret mathematical models in different contexts Credits: 6 • Engage in a range of speaking/signing and listening interactions for a variety of purposes Credits: 6 • Evaluate and solve data handling and probability problems within given contexts Credits: 5 • Explore and use a variety of strategies to learn Credits: 5 • Read/view and respond to a range of text types Credits: 6 • Work with measurement in a variety of contexts Credits: 5 • Work with numbers, operations with numbers and relationships between numbers Credits: 4 	<ul style="list-style-type: none"> • Demonstrate an understanding of factors that contribute towards healthy living Credits: 4 • Demonstrate an understanding of how to participate effectively in the workplace Credits: 3 • Demonstrate an understanding of sexuality and sexually transmitted infections including HIV/AIDS Credits: 5 • Demonstrate knowledge of diversity within different relationships in the South African society Credits: 3 • Demonstrate knowledge of self in order to understand one's identify and role within the immediate community and South African society Credits: 3 • Identify security, safety and environmental risks in the local environment Credits: 5 • Plan and manage personal finance Credits: 5 • Plan to manage one's time Credits: 3 	<ul style="list-style-type: none"> • Describe Wholesale and Retail in South Africa Credits: 4 • Identify career opportunities in the Wholesale and Retail sector Credits: 8 • Identify the importance of customer service in Wholesale and Retail environment Credits: 5 • Plan self development Credits: 10 • Identify, analyse and select business opportunities Credits: 3 • Write and present a simple business plan Credits: 7

Fundamental	Core	Elective
<ul style="list-style-type: none">• Work with patterns in various contexts Credits: 4• Write/sign for a variety of different purposes Credits: 6		

NQF 1

■ Wholesale and Retail learnerships

National Certificate: Wholesale and Retail Operations

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

Fundamental		Elective
		<ul style="list-style-type: none"> • Maintain the stockroom Credits: 10 • Minimise defaulting customer accounts Credits: 5 • Prepare a vehicle for deliveries Credits: 8 • Receive stock Credits: 12

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

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

NQF 2

■ **Wholesale and Retail learnerships**
 National Certificate: Informal Small Business Practice
 (Programme Pending approval)

Fundamental	Core	Elective
<ul style="list-style-type: none"> • Accommodate audience and context needs in oral/signed communication Credits: 5 • Analyse and respond to a variety of literary texts Credits: 5 • Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations Credits: 2 • Describe, apply, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts Credits: 4 • Interpret and use information from texts Credits: 5 • Investigate life and work related problems using data and probabilities Credits: 5 • Use mathematics to investigate and monitor the financial aspects of personal, business and national issues Credits: 5 • Write/present/sign texts for a range of communicative contexts Credits: 5 	<ul style="list-style-type: none"> • Control cash in a small business Credits: 12 • Deal with customers in a retail business Credits: 8 • Maintain a safe and secure environment in a retail business Credits: 8 • Merchandise products in a retail business Credits: 12 • Replenish stock in a retail business Credits: 12 • Run a small business Credits: 12 	<ul style="list-style-type: none"> • Explain the legal structure and requirements for a wholesale and retail business Credits: 5 • Start up a small business Credits: 15

■ Wholesale and Retail learnerships

National Certificate: Wholesale and Retail Operations

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

NQF 3

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

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

NQF 3

■ Wholesale and Retail learnerships

National Certificate: Wholesale and Retail Operations Supervision

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

■ **Wholesale and Retail learnerships**

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

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

NQF 4

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

■ Wholesale and Retail learnerships

National Certificate: Wholesale and Retail Buying Planning

NQF 5

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

■ **Wholesale and Retail learnerships**
 National Certificate: Generic Management: Wholesale and Retail Management

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

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

Further Education and Training Certificate: Youth Development (NQF 4) SAQA ID 57428 (Pending programme approval)

The purpose of the qualification is to prepare practitioners who are responsible for the development of young adults in initiatives designed to develop the youth and to integrate them into the working economy and society. Youth development practitioners/workers must be competent regarding professional conduct, protocol, networking, process facilitation, coaching and mentoring, lay-counselling, facilitating learning, managing projects, facilitating entry into the labour market, research, communication and various other areas of specialisation. They have a role in facilitating the learning of and supporting the youth during the work experience that they undertake in communities, government and various organisations.

This FETC offers competent development workers the opportunity to have their learning achievements formally recognised through a qualification registered on the NQF. This recognition will facilitate access to, and mobility and progression within youth and general development practice education, training and career paths. By setting a minimum standard for education and training, quality is ensured. Qualified learners have improved education, training and employment opportunities and can facilitate such opportunities for others.

Qualified learners are able to engage with young people and ensure their participation

in all phases of development interventions, and work with them to ensure sustainability and ownership. They can facilitate the mainstreaming of young people. They understand the history of youth development, youth development structures, policies and legislation to take advantage of opportunities created, and the definition of youth development. They can identify and describe the indicators and outcomes of youth development interventions, and can facilitate access to economic, development, career, and other opportunities for young people. They understand the physical and socio-economic needs of, and challenges and opportunities for young people, and promote citizenship. Qualified learners avoid political, gender, race, religion, etc. bias when facilitating access to opportunities, respect others and are service-oriented and value-driven. They are flexible, to deal with diversity, and can work independently, both as leaders and as part of a team.

Qualified learners are capable of:

- o Developing and empowering themselves for youth development practice.
- o Assessing specific community needs and responses for youth development interventions.
- o Building and maintaining relationships with all relevant

Further Education and Training Certificate: Youth Development (NQF 4) SAQA ID 57428 (Pending programme approval)

- o stakeholders for various purposes of youth development.
 - o Facilitating the development of young people to realise their potential.
 - o Facilitating processes for various youth development purposes.
 - o Contributing effectively to national youth development initiatives.
 - o Implementing youth development projects for sustainability.
7. Implement youth development projects for sustainability.

How long will I be busy?

You will be required to accumulate 146 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.

What entry requirements must I fulfil?

- o Communication at NQF Level 3.
- o Mathematic literacy at NQF Level 3.
- o Life skills at NQF Level 3.

What exit level outcomes will I have achieved?

1. Develop and empower self for youth development practice.
2. Assess specific community needs and develop processes for youth development interventions.
3. Build and maintain relationships with all relevant stakeholders for youth development purposes.
4. Facilitate the development of young people to realise their potential.
5. Facilitate youth processes for various purposes.
6. Contribute effectively to national youth development initiatives.

Fundamental	Core	Elective
<ul style="list-style-type: none"> • Accommodate audience and context needs in oral/signed communication Credits: 5 • Interpret and use information from texts Credits: 5 • Use language and communication in occupational learning programmes Credits: 5 • Write/present/sign texts for a range of communicative contexts Credits: 5 • Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems Credits: 6 • Engage in sustained oral/signed communication and evaluate spoken/signed texts Credits: 5 • Make and motivate judgements on selected literary texts Credits: 5 • Read/view, analyse and respond to a variety of texts Credits: 5 • Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts Credits: 4 • Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues Credits: 6 • Use the writing process to compose texts required in the business environment Credits: 5 	<ul style="list-style-type: none"> • Apply a range of project management tools and techniques Credits: 7 • Collect and present community needs information Credits: 8 • Conduct a self-evaluation of own progress and development Credits: 2 • Conduct advocacy campaigns and workshops in development practice Credits: 12 • Demonstrate and apply knowledge of role and responsibility of national government in South Africa Credits: 6 • Describe the relevance of human rights and democratic practices in South African society Credits: 8 • Describe youth development paradigms Credits: 6 • Plan, organise and support project meetings and workshops Credits: 4 • Work as a project team member Credits: 8 • Devise and apply strategies to establish and maintain relationships Credits: 3 • Facilitate learning using a variety of given methodologies Credits: 10 • Guide learners about their learning, assessment and recognition opportunities Credits: 6 	<ul style="list-style-type: none"> • Conduct basic lay counselling in a structured environment Credits: 15 • Demonstrate a knowledge and understanding of a range of research methodologies to undertake local economic development research Credits: 4 • Demonstrate and apply a knowledge and understanding of the basic economic concepts central to local economic development Credits: 6 • Identify and explain the purpose of integrated development planning (IDP) Credits: 4

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

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

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

National Certificate: Occupationally-Directed Education, Training and Development Practices (NQF 6) 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 **R**ecognition of **P**rior **L**earning.

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

- **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)**

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

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

Fundamental	Core	Elective
<p style="text-align: center;">Minimum 56 credits</p> <ul style="list-style-type: none"> • Use language and communication in occupational learning programmes Credits: 5 ID: 119471 NQF 4 • Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues Credits: 6 ID: 7468 NQF 4 • Write/present/sign for a wide range of contexts Credits: 5 ID: 119459 NQF 4 	<p style="text-align: center;">Minimum 82credits</p> <ul style="list-style-type: none"> • Negotiate an agreement or deal in an authentic work situation Credits: 5 ID: 13948 NQF 4 • Plan and manage production/operations in a new venture Credits: 6 ID: 263434 NQF 4 • Plan strategically to improve new venture performance Credits: 4 ID: 263456 NQF 4 • Produce business plans for a new venture Credits: 8 ID: 114592 NQF 4 • Research the viability of new venture ideas/opportunities Credits: 5 ID: 114596 NQF4 • Implement and manage human resource and labour relations policies and acts Credits: 9 ID: 116394 NQF 5 	<p style="text-align: center;">Minimum 9 credits</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"> Accommodate audience and context needs in oral/signed communication Credits: 5 ID: 119472 NQF 3 Interpret and use information from texts Credits: 5 ID: 119457 NQF 3 Use language and communication in occupational learning programmes Credits: 5 ID: 119467 NQF 3 Write/present/sign texts for a range of communicative contexts Credits: 5 ID: 119465 NQF 3 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems Credits: 6 ID: 9015 NQF 4 Engage in sustained oral/signed communication and evaluate spoken/signed texts Credits: 5 ID: 119462 NQF 4 Read/view, analyse and respond to a variety of texts Credits: 5 ID: 119469 NQF 4 Represent, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts Credits: 4 ID: 9016 NQF 4 	<ul style="list-style-type: none"> Apply leadership concepts in a work context Credits: 12 ID: 242824 NQF4 Apply the organisation's code of conduct in a work environment Credits: 5 ID: 242815 NQF 4 Conduct a structured meeting Credits: 5 ID: 242816 NQF 4 Employ a systematic approach to achieving objectives Credits: 10 ID: 242822 NQF 4 Identify responsibilities of a team leader in ensuring that organisational standards are met Credits: 6 ID: 242821 NQF 4 Manage expenditure against a budget Credits: 6 ID: 242810 NQF 4 Monitor the level of service to a range of customers Credits: 5 ID: 242829 NQF 4 Motivate and Build a Team Credits: 10 ID: 242819 NQF 4 Prioritise time and work for self and team Credits: 5 ID: 242811 NQF 4 	<ul style="list-style-type: none"> Induct a member into a team Credits: 4 ID: 242812 NQF 3 Maintain records for a team Credits: 4 ID: 242820 NQF 3 Explain the contribution made by own area of responsibility to the overall organisational strategy Credits: 5 ID: 242813 NQF 4 Describe the relationship of junior management to other management roles Credits: 5 ID: 242818 NQF 4 Manage individual and team performance Credits: 8 ID: 11473 NQF 4 Analyse new developments reported in the media that could impact on a business sector or industry Credits: 10 ID: 13943 NQF 4

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

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

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

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

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

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

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

Qualification Quality assured by SABPP

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

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

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

Fundamental 27 credits	Core 174 credits	Elective 64 credits
	<ul style="list-style-type: none"> <li data-bbox="746 392 1077 555">• Set, monitor and measure the achievement of goals and objectives for a team, department or division within an organisation Credits: 4 <li data-bbox="746 577 1077 683">• Supervise a project team of a business project to deliver project objectives Credits: 14 <li data-bbox="746 705 1077 795">• Conduct a disciplinary hearing Credits: 5 <li data-bbox="746 817 1077 907">• Conduct an organisational needs analysis Credits: 10 <li data-bbox="746 929 1077 1019">• Facilitate the resolution of employee grievances Credits: 5 	

Qualification Quality assured by SABPP

• **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

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

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

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

- **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

■ **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.

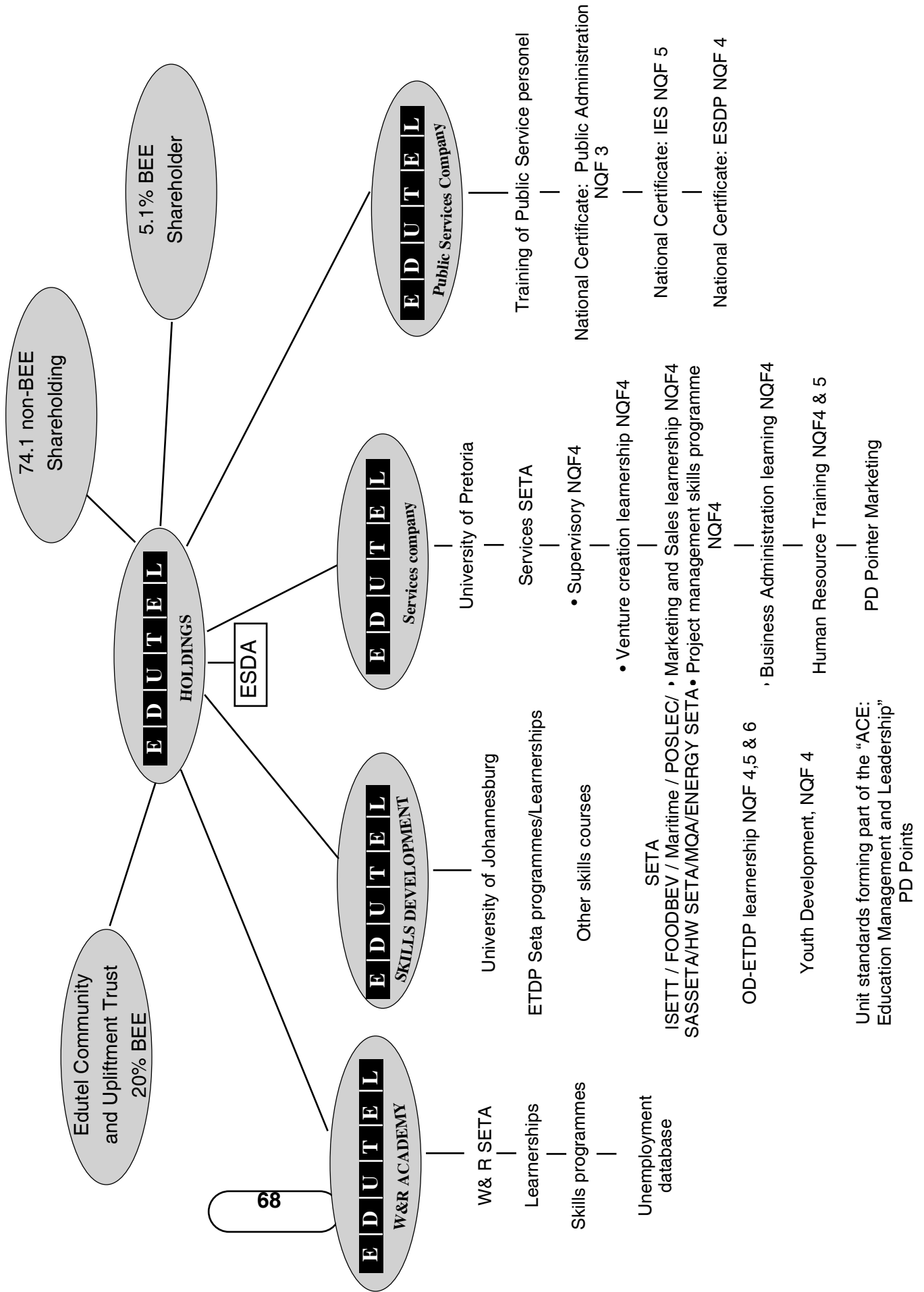
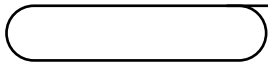
11. Equity - BEE

Edutel is a black empowered concern - 25,1 Black owned level 2 contributor to BBBEE.

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



Author

The author writes text in accordance with syllabus and distance education principles. Obtains and supplies necessary permissions list.



Language practitioner

Edits and translates text in accordance with student profile provided by client.



Instructional Designer

Ensures that the text is interactive and learner-centred and fosters the development of study skills in the specific field.



DTP operator

Co-ordinated and compiles text into final form on the Apple Macintosh platform



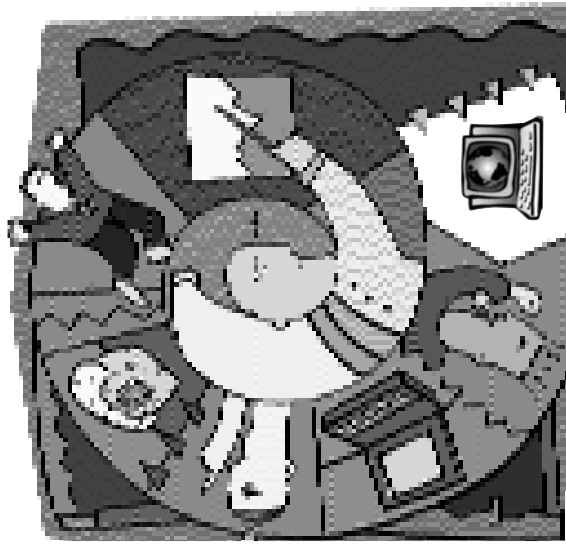
Proofreader

Proofreads and edit the technical aspects of the finals



Printer

Receive a print-ready copy (hard-copy) or digital medium created on a universal print-compatible platform



courseware

d e v e l o p m e n t