PUBLIC SERVICES
PROGRAMMES AND QUALIFICATIONS

2018

NQF levels 03, 04, 05, 06

EDUTEL
SERVICES COMPANY

EDUTEL
PUBLIC SERVICES

EDUTEL
HOLDINGS (PTY) LTD

EDUTEL
SKILLS DEVELOPMENT

EDUTEL
WHOLESALE & RETAIL ACADEMY

Contents: We offer the following programmes

1.   Names of Directors, Chief Executive and Senior Management

Directors: Andries Pelser
                    Oscar Stephen Bashing
                    Denise Ann Bonnelle

Chief Executive Officer: Andries Bernardus Pelser

Senior Management: Oscar Bashing – Operations Manager
                         Tricia van Gass - Quality Manager

2. Names and Qualifications of Academic Staff

Adams, CKM - B.ING, ND Electrical Engineering, Facilitator, Assessor
Bhana, A – BA, BA (Hons), HED, HRD
Botha, GS - BA, HOD
Davies, L - BA Degree
Ferreira, DP - THD, FDE: Youth Preparedness, FDE: Giftedness, NHD - Educational Management,
    NC: Creativity Management and Coaching, NC: HR, NC: OD-ETDP NQF 5, ND: ETDP NQF 5,
    NC: OD-ETDP NQF 6, Facilitator, Assessor, Moderator
Janse van Rensburg, A - HOD, BA, BA (Hons), Conduct Outcomes-based assessment
Kok, A - BA, BA (Hons), HED: Outcomes-based assessment (OD-ETDP) Moderator
Kotze, P - HOD, D. Tech., HED, M. Tech., ACE.
Lubbe, D – ETDP
Luus, F - HOD, B. Tech., National Diploma in Electrical Engineering, Assessor, Moderator,
    Facilitate a learning programme, Plan a learning programme
Pelser, C - B.Com degree. B.Com. (Hons), MCom Marketing Management
Prinsloo, C - BA (Hons), HED, ACE, Advance Project Manager, PHD
Sithole, B.E. - B.Ed. Management, Further Diploma in Education
Schoultz, KB - ND: Management, SDF, Assessor, Moderator
Seaman, PM - HOD, FDE, Assessor
Steyn, I - BA, Assessor, Moderator, Member of SACE
Swart, P - BA (Hons), MBA, BA (Prom).
Van der Schyf. A - Assessor and Moderator
Van der Schyf, M - Industry Electronics, NQF 4 Ladies/Gents Hairdressing, Diploma NQF 3 -
    Advanced Make-up, National Diploma: OD-ETDP NQF 5, National Certificate: OD-ETDP
     NQF 6.
Wepener, M - HED
Westerveld, R – Train the Trainer, Assessor, EMT-B, Bridges of Hope HIV/AIDS Trainer, various
    Health and Safety courses
Williams, J - ABET, OD-ETDP L.5, National Diploma: OD-ETDP

3. General Information

Our Mission
Our mission is to add value to our customers' business by being their most preferred training provider, offering them quality-assured training interventions that lead to achieving national qualifications or credits, effectively address skills gaps and are value-adding, and achieving all this through exceptional customer satisfaction and long-term relationships.

Meet EDUTEL
Edutel is a group of companies specialising in the fields of education, training, skills development and services.
- Edutel Public Services Company (Pty) Ltd is accredited with the PSETA.
- All our programmes are approved by the PSETA ETQA.
- We are also a member of APPETD.

What we offer
Edutel offers 4 PSETA Qualifications on NQF levels 03, 04 and 05. Our sister companies offer a great variety of qualifications as well. See page 45 for a list.

Course material
Edutel makes use of its own developers and approved course material, assessment guides and instruments and sets a new standard when it comes to courseware development. We will continuously improve on our services.

Mode of delivery
Contact and/or distance or mixed mode.

Assessment and Moderation
All Edutel's Assessors and Moderators are accredited with the ETDP SETA and registered with PSETA. Edutel also renders a service as far as instructional learning assessment and workplace assessment are concerned.

Where do we operate?
Edutel offers its qualifications and skills programmes in all major centres throughout South Africa, namely Pretoria, Johannesburg, Cape Town, Durban, Klerksdorp, Polokwane Bloemfontein or wherever the need arises. We also render services internationally. Please enquire with us for the venue nearest to you. Courses can also be done via distance learning.

What if I can do certain activities already?
You will be able to apply for RPL assessment against certain unit standards. This means that evidence of your experience and previous studies could be used for an assessment process in order to declare you competent. This process is called Recognition of Prior Learning.

How to apply for RPL
Pre-entry phase
- The learner applies for assessment for recognition of learning.
- The learner is given the necessary information.
- A preliminary screening process takes place where the viability of an RPL assessment is determined.

Advice phase
- The evidence facilitator assists the candidate with the gathering of evidence and presentation of the Portfolio of

Evidence.
- The function of the evidence facilitator is clearly defined as one of support and advice through the accumulation of evidence.
- The evidence facilitator only facilitates the process of evidence gathering: the candidate has the responsibility of undertaking this task.

Assessment phase
- The candidate compiles and submits a portfolio.
- The registered assessor assesses the portfolio.
- The assessor and the evidence facilitator will not be the same person.
  a. Competent – Assessor records results and submits candidate's evidence for moderation.
  b. Not yet competent – Assessor requests more evidence or sets further assessment activities.

Moderation phase
- The moderator moderates the assessment process.
- The moderator makes recommendations where necessary.
- The declaration of competence is confirmed.

Certification phase
- The candidate is issued with a certificate of competence.
- The necessary data is uploaded to the NLRD.

Learnerships
Duration: 12 months
Fees: See Insert

When can I register?
As soon as you are ready.

Do I have to buy extra books?
No, all material will be provided.

Do I have to be working before I register?
You must preferably be working in the relevant industry in order to gain the practical experience. Should you not be working in the industry and you only want to gain the knowledge component, you may register, but you will only receive a certificate to indicate that you have completed the knowledge component of the skills programme or qualification. You will only earn the credits linked to a unit standard/qualification once you have also been declared competent on the workplace assessment (Portfolio of Evidence).

Competency-based Education
The courses listed are all competence-based. This means that learners must not only be declared competent on the knowledge component, but also the practical component of each unit standard.

Learners first do the knowledge component and add the practical later.

Language Policy
Our language of tuition is English.

Cancellation Policy
Cancellations of course fees will not be accepted once you are accepted and registered as a learner. Consideration will only be given to exceptional cases. You may cancel your studies, but you will remain liable to pay your course fees.

Learners' Financial Aid

Learners can arrange to pay their course fees by bank debit order, cash monthly, cash in advance, credit card or, in some cases, by salary stop order (Eduloan). Learners can apply for study loans at various financial institutions, including their employer (should they have such a system in place). PSETA may also make grants available from time to time.

Student Support Services

Learners will be supported by our call centre at (011) 760-4251 should they need any assistance. Learners can also make an appointment with their facilitator/assessor should they so choose.

Employment opportunities

Should you be presently unemployed you may apply to Edutel to have your details placed on our employment database for employers to consider.

Online learning

In some cases online learning sessions will be arranged to support limited contact learners and learners living in remote areas. In order to take part in the online learning you will need access to a computer, internet connection, speakers, etc. If online learning support will be part of your course, you will be notified with registration.

All broadcasts will be put on Edutel's website for later viewing by learners who missed the broadcast.

4. RECOGNITION OF PRIOR LEARNING: THE KEY TO YOUR FUTURE LEARNING

WHAT IT IS
Commonly called RPL, Recognition of Prior Learning is a mechanism which provides for acknowledgement of a person's knowledge and skills which might not have been acquired through formal training.

SAQA's definition of RPL states "Recognition of Prior Learning means the comparison of the previous learning and experience of a learner howsoever obtained against the learning outcomes required for a specified qualification, and the acceptance for purposes of qualification of that which meets the requirements." This means that regardless of where, when or how a person achieved the learning, if such learning meets the requirements of a unit standard or a qualification, it could be recognised for credits.

RPL is therefore a form of assessment for persons who have not attended training but still wish to be acknowledged for their current knowledge and skills in a particular area.

HOW IT WORKS
The SAQA RPL policy states: "there is no fundamental difference in the assessment of previously acquired skills and knowledge and the assessment of skills and knowledge acquired through a current learning programme. The candidate seeking credits for previously acquired skills and knowledge must still comply with all the requirements as stated in unit standards and qualifications. The difference lies in the route to the assessment.

We've already stated, RPL is an assessment process, and as such, the persons applying for RPL must understand that they will have to undergo some form of assessment to ensure that the required knowledge and skills are still current. Edutel's RPL assessment mainly consists of Questioning and Workplace Observation as methods of gathering the evidence to prove the candidate's competence. This means that the candidate will most probably be observed while he/she is working and his/her line manager will complete a form indicating what the person can do. The person will also have to complete either a knowledge questionnaire, case study questions or an assignment (or a combination of these) in order for the assessor to check that the knowledge or theory needed to use the skills properly is up to date.

With Edutel there is a specific procedure which needs to be followed in order for the RPL assessment process to take place. It looks like this:
1. A prospective candidate, who knows that he/she most probably qualifies for RPL applies to Edutel by completing the relevant Application.
2. Once the file has been reviewed and approved, the potential candidate meets with an RPL Advisor, who explains the skills and knowledge requirements and checks whether the person does, in fact, have these at present. This is called the Screening process.
3. If the person has some major gaps in

knowledge and skills, he/she is advised to attend training to fill these gaps and come back later for RPL.

4. If the person meets requirements, then the process is put in motion.

5. The successful candidate will be given thorough preparation for the assessment which lies ahead and all concerns which the person might have are ironed out.

6. Then the evidence collection phase starts. At this point the Evidence Facilitator in the workplace (who might be the line manager) is trained on how to assist the candidate to collect the required evidence.

7. The evidence is collected over a period of time (which was agreed upon during assessment preparation) and this is all submitted to Edutel for formal assessment.

8. The assessment is done by a registered assessor, who makes a judgement as to whether the evidence submitted by the candidate covers all the requirements of the unit standard or qualification.

9. If it does, the candidate is declared Competent and, in due course, can celebrate his/her achievement.

10. If the evidence does not meet requirements, the candidate is given advice and support on what extra evidence is required and how to go about collecting this. Steps 7 to 9 then apply.

Do not think that the RPL process is easy or quick. The candidate must focus on what evidence is needed and cannot merely produce a few pieces of paper and think that he/she is Competent. It takes time and thought on the part of all concerned to successfully complete an RPL process. But the results are wonderful!

WHAT IT COSTS
Just as the process is not a speedy one, so the costs are not excessively cheap. However, it is definitely less expensive than attending a formal workshop and then undergoing the assessment. It's not only the actual costing which needs to be taken in consideration. The hidden costs of being out of the workplace for formal training and therefore not being productive also have to be kept in mind.

IS IT WORTH IT?
Definitely! Imagine: perhaps a full qualification which acknowledges your knowledge and skills without you having been in a classroom or undergoing coaching.......

5. Foundational Learning Programme

What is Foundational Learning Competence (FLC)?

Foundational Learning Competence is a part qualification consisting of two learning areas: Communications and Mathematical Literacy. It describes the minimum competence needed in these two key areas, required by people to function optimally in the world of work. The FLC describes the minimum competence required of learners to deal successfully with occupational learning at NQF Levels 2-4.

The school-leaving qualification, the National Senior Certificate, is registered at NQF Level 4. Hence the Foundational Learning Competence addresses the needs of learners in the occupational qualifications that are registered on the NQF at Levels 2, 3 and 4, i.e. below Grade 12.

The Foundational Learning Competence is a compulsory part of all new qualifications developed under the auspices of the Quality Council for Trades and Occupations (QCTO) at NQF levels 3 and 4. This does not mean that developers of qualifications at NQF Level 2 cannot include Foundational Learning as a requirement. It has replaced the 'fundamentals' in Mathematics and Communications, required previously in all qualifications at NQF Levels 1 to 4.

This is a part qualification registered at NQF Level 2. It has a credit value of 40, 20 for Foundational Learning Competence in Communications and 20 for Foundational Learning Competence in Mathematical Literacy.

What is the rationale for requiring learners to complete Foundational Learning Competence?

The skills developed in the two learning areas, Communications and Mathematical Literacy, have been identified as foundational for learners wanting to progress in their occupation and skills development.

There is ample research that shows that language proficiency is closely aligned to success in learning in other areas. Historical educational backlogs which resulted from an unfair education dispensation have resulted in many adult learners having a gap in their understanding of and ability to apply language and mathematical literacy concepts in the workplace. While learners may be ready for training at the required level in the technical or practical aspects of a qualification, i.e. they are able to 'do', very often their language skills in English (normally the language of teaching and learning) are at a much lower level. This causes many problems in relation to dealing with the theoretical concepts in the learning material and the acquisition of new skills and knowledge in occupational training. Similarly occupational training does require an understanding of numbers and knowledge and how to work with numbers especially in key areas of measurement and quantity.

In 2007 the process for the development of the Foundational Learning Competence (FLC) was implemented by the Department of Labour. The FLC has replaced the fundamental unit standards in Mathematics

and Communications that were required in all SAQA qualifications at NQF Levels 1-4. This decision was taken essentially because the fundamental unit standards were not done for a variety of reasons and had become a blockage in the system. A key reason for this was because learners were required to study mathematics or language skills that were unnecessary for their specific occupational needs. Hence there are many South Africans who have been denied qualifications in occupations and trades at NQF levels 2, 3 and 4 because they are unable to achieve the compulsory fundamental requirements at all four levels of the FET band for mathematical literacy and language.

The FLC is more focussed and directed to the minimum competence required in each area in order to function optimally in the world of work. It hence supports the objectives of the NQF that the fundamental unit standards were intended to achieve in terms of redress, access to meaningful learning, the achievement of qualifications and providing a basis for lifelong learning.

Once a learner has completed the FLC, s/he does not have to do it again, even if the learner moves onto a qualification registered at a higher level, up to and including NQF Level 4.

The Foundational Learning Competence is designed to address occupational needs and hence has no direct equivalent in the traditional schooling sector.

What is Foundational Learning Competence in Communications?

The Foundational Learning Competence in Communications describes the knowledge of language and the thinking processes required to communicate effectively in the workplace.

FLC Communications provides the basis in the language of instruction to enable a learner to deal effectively with occupational training, and communication in the workplace. The purpose of this component is to enable individuals to deal confidently and successfully with the language of learning and teaching (LOLT) of formal occupational training, in relation to oral skills, reading and writing. It is the language of most external assessments such as trade tests. People who attend a FLC learning programme are given practice in speaking, listening, reading and writing meaningfully and effectively in the language of instruction. Once they have achieved their part qualification in Communications they will be able, more easily, to progress further in their chosen occupational pathways and workplace contexts.

The FLC is not ABET. Communications in ABET and NQF Level 1 focus on using reading for learning rather than learning how to read. So while the function of reading programmes up to and including NQF Level 1 focused on being able to identify the vocabulary and the language structures in context, so as to be able to understand and comprehend what was being said, the focus in Foundational

Learning Competence is to read for information. Gathering information is not only about extracting relevant information from a text but also to infer meaning, to use the information gathered to make deductions, to develop the logic of an argument, to organise thinking and to extract the key messages from an extended piece of writing.

The content of the FLC Communications learning programme covers the following:
• Writing
• Speaking and listening
• Visual literacy
• Language structure and usage
• Study skills
• Workplace terminology

What is Foundational Learning Competence in Mathematical Literacy?

The Foundational Learning Competence in Mathematical Literacy is the minimum, generic mathematical literacy that will provide learners with an adequate foundation to cope with the mathematical demands of occupational training and to engage meaningfully in real-life situations involving mathematics.

Foundational Mathematical Literacy will also serve as the foundation for further development of an individual in mathematical literacy contexts and mathematical concepts that may be specific to an occupation or trade.

Individuals who have met all the requirements of Foundational Mathematical Literacy are able to solve problems in real contexts by responding to information about mathematical ideas that are presented in a variety of ways. Individuals will solve problems by defining the problem, analysing and making sense of the information provided, planning on how to solve the problem, executing their plan, interpreting and evaluating the results, and justifying the method and solution. Using their mathematical literacy and understanding of numbers, they will make sense of the workplace and the world in which they live.

The content of the FLC: Mathematical Literacy curriculum covers the following:
• Number and quantity
• Finance
• Data and chance
• Measurement
• Space and shape
• Patterns and relationships.

In solving problems, individuals will apply skills such as identifying or locating relevant information, ordering, sorting, comparing, counting, estimating, computing, measuring, modelling, interpreting and communicating.

What level of competence should be in place before a learner enters a Foundational Learning Competence learning programme?

A learner who is competent at ABET Level 3 in the learning area should be able to manage

the FLC learning programme.

The Foundational Learning Competence assumes that learners entering a foundational learning programme have a minimum competence level in the relevant learning area at ABET Level 3 or its equivalent. This is not a formal certification requirement, as there are no certification requirements for entry to the external assessment process.

What is the external assessment for Foundational Learning Competence?
Each learning area has an external assessment. The final assessment in each learning area consists of 60 questions in a multiple-choice format. Each external assessment is 2,5 hours in length.

The two subject areas of Foundational Learning Competence in Communications and Foundational Learning Competence in Mathematical Literacy are assessed separately. Each subject has an external assessment conducted at IEB recognised assessment centres nationally. Edutel is registered as an assessment centre for IEB.

The purpose of these assessments is to check whether learners are proficient enough in the foundational skills and knowledge of each learning area in order to engage effectively in formal occupational training.
The assessment model that has been adopted is intended to support occupational skills development, and is therefore based on practical needs which require that the tests:
• are available regularly and in the long

term, electronically, on demand;
• have a quick turn-around time for delivery of results;
• are relatively inexpensive and easy to administer.

To meet these requirements the assessments are in a multiple-choice, machine-scored format.

The key feature of such a model is the on-going building of a bank of trailed assessment items that can be used in various permutations.

The questions are based on the curricula of the Foundational Learning Competence in the relevant learning area. They are proficiency assessments, aiming to test the state of readiness to embark on learning rather than assessment of completed learning.

The items have different levels of complexity. The test specifications indicate how many questions at each level of complexity must be included in the test. The following are the ratings of achievement:

80%-100%	Competent Outstanding (CO)
70%-79%	Competent Commendable (CC)
50%-69%	Competent Adequate (CA)
40%-49%	Not Competent Threshold (NCT)
Less than 40%	Not Yet Competent (NYC)

Exemplar papers are available from the IEB website (www.ieb.co.za).

6. Facilitating skills development in the workplace

EDUTEL
SKILLS DEVELOPMENT

SKILLS DEVELOPMENT FACILITATOR

Why do this learning programme?
The Skills Development Act of 1998 brought into being the new function of the Skills Development Facilitator, a person who is qualified or experienced at NQF level 05 or higher (i.e. post-matriculation), and who is responsible, within an organisation, for developing that organisation's annual Workplace Skills Plan, and for managing the financial Skills Development Levy refund process on behalf of the organisation.

Who would be able to make use of this learning?
The job requires good interpersonal and communication skills, and the ability to keep track of a wide range of training and financial records, using computer technology. The person in the organisation who works with human resource development and training issues would be the ideal candidate for this learning programme.

How is this learning programme structured?
The programme is based on the outcomes of the following newly registered SDF unit standards:
- 252041 Promote a learning culture in an organisation, NQF 05 (5 credits)
- 15221 Provide information and advice regarding skills development and related issues, NQF 05 (4 credits)
- 15232 Co-ordinate planned skills development interventions in an organisation, NQF 05 (6 credits)
- 15217 Develop an organisational training and development plan, NQF 05 (6 credits)
- 15228 Advise on the establishment and implementation of a quality management system for skills development practices in an organisation, NQF 05 (10 credits)
- 15227 Conduct skills development administration in an organisation, NQF 04 (4 credits)

What entry requirements must I fulfil?
You need to be computer-literate, to understand the nature of the business, and to have access to both employees and management at every level of the organisation.

What will I be able to do at the end of the learning?
You will be able to conduct a skills audit in your workplace and, from that, compile a workplace skills plan for submission to your relevant SETA. You will then be able to implement the training as planned and keep tract of all the skills development interventions taking place. Finally, you will be able to submit the annual report to the SETA in order to access skills development levy money – it is the right of the organisation.

How long will I be busy?
The instructional learning part of this programme is covered in a three-day intensive small-group training intervention. From then you will have a year in which to produce the evidence for your Portfolio. (Optional: 1-day portfolio-building workshop).

Other good news

Although there is, as yet, no formal qualification for the SDF, you will be able to register with your relevant SETA as an SDF and you might even become a preferred SDF with the ETQA of the SETA.

Accreditation status

The programme is approved by the ETDP SETA ETQA.

Rules relating to assessment, academic credit, progression and qualification

Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the ETDP SETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

7. Designing and Developing Learning Programmes

EDUTEL
SKILLS DEVELOPMENT

PROGRAMME DESIGNER AND PROGRAMME AND MATERIALS DEVELOPER

Why do this course?
The art of designing and developing a learning programme within outcomes-based education and training involves identifying the outcomes to be achieved by the learner before planning the training. This means that all aspects of the learning programme will be based on the outcomes. The practitioner, therefore, requires in-depth knowledge and skills to follow the process of developing an effective outcomes-based learning programme at the required learning materials. This stimulating programme gives you these skills.

Who would be able to make use of this learning?
Any trainer who has to put together a training programme in the workplace, will benefit from learning how to define learning outcomes and following the correct steps towards developing a programme.

How is this learning programme structured?
The programme is based on these outcomes:
• Draft learning outcomes for the programme.
• Conduct analysis for the learning design.
• Design the learning programme.
• Draft a brief for the development of the learning programme.
• Evaluate the learning design.
• Plan and prepare for development.
• Develop learning materials.
• Develop learning facilitation guidelines.
• Pilot and evaluate the development.

The programme is currently based on the unit standards "Design outcomes-based learning programmes" ID 123401, NQF 06 (15 credits) and "Develop outcomes-based learning programmes" ID 123394, NQF 05 (10 credits).

How long will I be busy?
The instructional learning part of this programme is covered in a four-day intensive training session where you will be expected to consider a relevant learning programme from your own workplace. You will also be interacting with a workbook which gives you the structure of your learning programme. Then you will develop your own learning programme over six months. (Optional: one-day portfolio-building workshop).
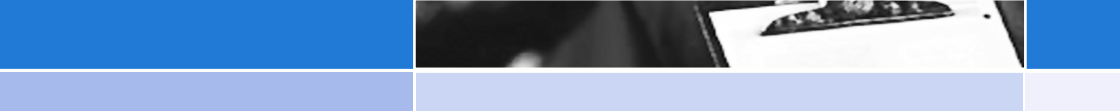
What entry requirements must I fulfil?
All you require is the necessary subject matter expertise. Edutel provides the rest.

What will I be able to do at the end of the learning?
You will be able to formulate learning outcomes correctly and then use these to develop the programme and the materials. You will be able to devise facilitation and assessment strategies and compile all relevant documents for the learning intervention – not only printed media, but other media too, such as videos and computer-based materials.

Other good news
You will be able to use these skills in every sector of the world of work, whether you are

developing a major programme or merely a one-day intensive course.

Accreditation status
The programme is approved by the ETDP SETA ETQA.

Rules relating to assessment, academic credit, progression and qualification
Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the ETDP SETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

8. Facilitating the Learning Process ("Train the Trainer")

FACILITATING LEARNING USING A VARIETY OF GIVEN METHODOLOGIES

Why do this course?
The role of the ETD Practitioner has changed from one of lecturing and teaching to one of guiding and encouraging the learner to personally discover throughout the learning process. Facilitation has therefore become a skill which all trainers require.

Who would be able to make use of this learning?
Any trainer who wants to be stimulating and make use of new learning methods which will allow the learner to experience and interact with the new competencies.

How is this course structured?
The programme is based on these outcomes:
• Plan and prepare for facilitation.
• Facilitate learning.
• Evaluate the learning and facilitation.

The programme is based on the registered unit standard "Facilitate learning using a variety of given methodologies" ID 117871, NQF 05 (10 credits).

How long will I be busy?
The instructional learning part of this programme is covered in a four-day intensive training session where you will be constantly involved in hands-on practising of new methods. After this you will have time to practise further in your workplace, while collecting evidence for your Portfolio. (Optional: one-day portfolio-building

workshop).

What entry requirements must I fulfil?
All you require is the necessary subject matter expertise. Edutel provides you with the latest methods.

What will I be able to do at the end of the learning?
You will be able to conduct a group training session with a difference. You will be confident enough to allow the learners to become responsible for their own learning while you guide them towards a state of readiness for assessment through the use of structured activities, which all have the achievement of the outcome as the foundation.
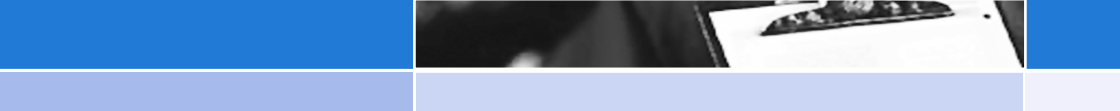
Other good news
You will be able to utilise these skills in every sector of training. Many of the methods are adjustable according to the group size.

Accreditation status
The programme is approved by the ETDP SETA ETQA.

Rules relating to assessment, academic credit, progression and qualification
Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the ETDP SETA

you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

9. Supporting the Learner

EDUTEL
SKILLS DEVELOPMENT

COACHING THE LEARNER
("Perform one-to-one training on the job", NQF 03 (4 credits) ID: 117877

Why do this course?
Often the ETD Practitioner has to coach an individual learner who is struggling. This course gives you the specialist skills to plan and conduct one-on-one training in the workplace.

Who would be able to make use of this learning?
Any trainer who is involved in training a learner who is performing workplace tasks which are new and unfamiliar and who needs assistance to master the new competencies.

How is this course structured?
The programme is based on these outcomes:
• Prepare for one-to-one training on the job.
• Conduct training sessions.
• Monitor and report on learner's progress.
• Review training.

How long will I be busy?
The instructional learning part of this programme is covered in a two-day training session where you will be involved in workshopping and role playing the various coaching circumstances one could encounter in the workplace. Back in the workplace, you will have time to practise further while collecting evidence for your Portfolio.

What entry requirements must I fulfil?
All you require is the necessary subject matter expertise. Edutel gives you the latest in one-to-one coaching methods and skills.

What will I be able to do at the end of the learning?
You will be able to conduct individual coaching sessions with ease. You will be able to identify a learner's coaching needs, plan and prepare for the coaching initiative, conduct this coaching, monitor the learner's progress, and then review the process with a view to improving your own interventions.

Other good news
You will be able to utilise these skills in every sector of training as they are generic to all training interventions.

Accreditation status
The programme is approved by the ETDP SETA ETQA.

Rules relating to assessment, academic credit, progression and qualification
Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the ETDP SETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

10. Mentoring

GUIDING, SUPPORTING AND COUNSELLING LEARNERS

Why do this course?
With the advent of learnerships in the workplace, and according to SAQA, the function of the mentor has become increasingly important. The necessity for implementing a formalised mentorship system has become apparent to those involved in learnerships at all NQF levels. This programme gives you the skills to conduct the mentoring intervention in the workplace.

Who would be able to make use of this learning?
An individual who is prepared to act as confidant, adviser and analyst for a learner – among the many other roles accepted by the willing mentor.

How is this course structured?
The programme is based on these outcomes:
• Identify and analyse learners' needs.
• Prepare and review an individual development plan.
• Provide guidance to learners.
• Maintain records of learner needs and guidance provided.
• Evaluate services provided.
• Diagnose and make recommendations concerning learner problems in relation to learning and assessment.
• Counsel learners concerning problems in relation to learning and assessment.
• Advise learners concerning their learning and development.

• Maintain records of learner issues and advice and counselling provided.
• Evaluate counselling and advisory services.

Based on the registered unit standards "Guide learners about their learning, assessment and recognition opportunities", ID 117874, NQF 05 (6 credits) and "Assist and support learners to manage their learning experiences", ID 117865, NQF 04 (5 credits).

How long will I be busy?
This is a very practical course. You will be interacting with the mentoring skills for four-days, after which you will need to continually put these skills to work in your organisation until you have collected sufficient evidence to prove your competence as a mentor.

What entry requirements must I fulfil?
Previous exposure to ETD environments and practices, where guidance and support of learners could be required, is beneficial.

What will I be able to do at the end of the learning?
Having been declared competent, you will have the skills to give support and advice as required to a learner. In short, you will be able to assist with the professional and personal development of the learner within a trusting relationship. You will, however, not be able to deal with complex situations involving psychological diagnoses and counselling services. These will have to be

referred to the correct individuals.

Other good news
You will be able to use these skills in every sector of the business world and you will have the opportunity to register as a mentor with your relevant SETA.

Accreditation status
The programme is approved by the ETDP SETA ETQA.

Rules relating to assessment, academic credit, progression and qualification
Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the ETDP SETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

11. Assessing Outcomes-based learning

ASSESSOR TRAINING

Why do this course?
Assessors, together with moderators, are the gatekeepers to achieving National Qualifications in South Africa. As such, assessors in all industries are required to complete formal recognised training to be able to fulfil this critical function.

Who would be able to make use of this learning?
The assessor is an individual who is, firstly, a functional expert in his/her own sphere of excellence and who has undergone further training in the skills and procedures of assessment. Secondly, he/she is responsible for ensuring that any person who wishes to achieve credits for specific skills undergoes a proper, fair and reliable assessment to determine the required competency. Therefore, anyone who is involved in the assessment processes of the organisation would need to become a registered assessor.

How is this course structured?
This stimulating programme is based on the outcomes of the SAQA registered Unit Standard 115753 on NQF level 05. It carries 15 credits and addresses the process which must be followed when assessing learning outcomes.

How long will I be busy?
Three days of intensive training will give you the basic knowledge and skills required to assess properly in the skills development arena. After this you will have six months to practice further in your workplace, while collecting evidence for your Portfolio. (Optional: one-day portfolio-building workshop).

What entry requirements must I fulfil?
All you require is the necessary subject matter expertise.

What will I be able to do at the end of the learning?
You will be able to conduct outcomes-based assessments using a variety of assessment techniques and instruments. You will be able to consider all evidence relevant to a particular training intervention and institute all appropriate methods and checks to determine whether the identified criteria have been met by the candidate. You will make a judgement about the competence of the candidate and then give feedback to all relevant parties.
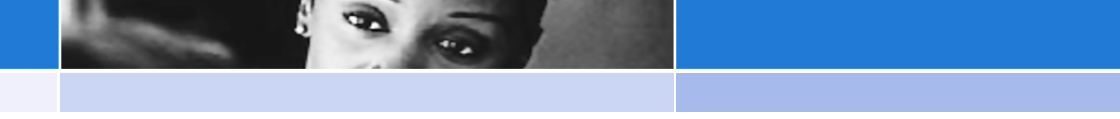
Other good news
Once you have been declared competent, you may apply for national registration as an assessor.

Accreditation status
The programme is approved by the ETDP SETA ETQA.

Rules relating to assessment, academic credit, progression and qualification
Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have

declared competent and your assessment outcome has been verified by the ETDP SETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

12. Moderating the Assessment

MODERATOR TRAINING

Why do this course?
Being an integral part of the assessment team in an organisation, the moderator's overriding objective is to conduct quality assurance of all assessments which have been completed. The moderator, therefore, has the prime function of reviewing an assessor's work with a view to determining whether the judgements made are within the principles of fairness, validity, reliability, sufficiency, etc. This training enables you to do exactly that.

Who would be able to make use of this learning?
Any registered assessor who wishes to assist in the maintenance of assessment standards can train as a moderator. Characteristics which a moderator must have are diplomacy, excellent communication skills and strong analytical thinking traits.

How is this course structured?
The course is based on the unit standard called "Conduct moderation of outcomes-based assessments" (Unit Standard 115759 on NQF Level 06, 10 credits). Two days are spent learning how to conduct a proper moderation and how to advise and support assessors – in addition to reviewing the assessment principles and processes from the perspective of a moderator. You then have to implement the newly acquired skills by moderating several assessments in your workplace. (Optional: one-day portfolio-building workshop).

What entry requirements must I fulfil?
You need to have been declared competent as an assessor – preferably with national registration.

What will I be able to do at the end of the learning?
You will be able to plan and prepare for moderation, conduct the moderation and give feedback, advice and support to the assessor. You will be able to make judgements about the standard of the assessments and to give objective advice to those concerned, while being pro-actively aware of any assessment shortcomings which may occur.
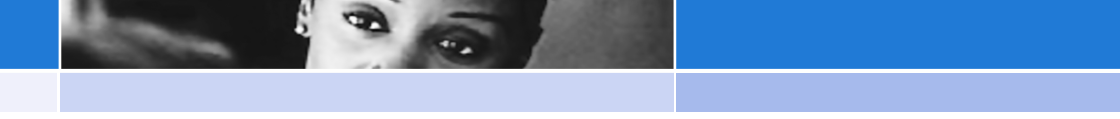
Other good news
Once you have been declared competent against the newly registered unit standard, you will be able to gain national registration as a moderator.

Accreditation status
The programme is approved by the ETDP SETA ETQA.

Rules relating to assessment, academic credit, progression and qualification
Learners will be assessed by completing knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the ETDP SETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records

Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

13. The Evidence Facilitator in the Workplace

EDUTEL
SKILLS DEVELOPMENT

Why do this course?
The evidence facilitator or RPL adviser is a very important role player in the process of recognising the prior learning of a candidate when a declaration of competence has to be made.

Who would be able to make use of this learning?
Any person who is involved in the assessment process in the workplace and who works with potential candidates. Although the evidence facilitator does not need to be a registered assessor, it is recommended. The evidence facilitator must be capable of making objective judgements regarding the evidence collected.

How is this course structured?
The programme comprises several learning outcomes which are covered in a four-day intensive small group training intervention. The outcomes are the following:
- Identify the kind of support and guidance that the learner requires.
- Source information relevant to the identified needs.
- Apply methods of accessing information required by the learner.
- Maintain and update information and support resources to ensure relevance and currency of information.
- Maintain information in a secure and accessible manner, using a manageable information management system.
- Provide accurate and relevant guidance which provides workable solutions to identified needs.
- Provide guidance in a sensitive, caring and

professional manner that promotes learner participation in the process.
- Check suitability of guidance provided in terms of learner needs.
- Refer learners to appropriate specialist guidance and counselling services where required.
- Maintain confidentiality.
- Maintain records of learner needs and support and guidance provided.
- Evaluate strengths and weaknesses of support resources and guidance provided.
- Analyse learner and stakeholder feedback against established review criteria.
- Make recommendations for improvement of support resource and ways of integrating lessons in future.
- Provide information to candidates about assessment.
- Advise and support candidates to prepare, organise and present evidence.
- Check and give feedback on candidate evidence.

Based on the unit standard "Facilitate the preparation of evidence for assessment", ID 12544 on NQF Level 04, 4 credits.

How long will I be busy?
Four days of intensive training will give you the basic skills to conduct an RPL process before summative assessment takes place. Then you will need to practise using the process as indicated in the outcomes.

What entry requirements must I fulfil?
You require the necessary subject matter expertise and some general knowledge related to outcomes-based assessment.

Edutel takes you through the steps which have to be followed in the RPL process.

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

You will be able to assist the candidate in identifying the appropriate evidence according to the outcomes and his/her unique circumstances. You will also be able to determine when the candidate is ready for assessment. Remember: the evidence facilitator does not gather the evidence – he/she only assists the candidate in doing this.

Accreditation status

The programme is approved by the ETDP SETA ETQA.

Rules relating to assessment, academic credit, progression and qualification

Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the ETDP SETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

14. The Assessment Designer

EDUTEL
SKILLS DEVELOPMENT

Why do this course?
Designing assessment instruments is a very necessary activity before any effective assessment can take place. It is a specialised task for logical but creative individuals who are familiar with the outcomes-based assessment methodologies.

Who would be able to make use of this learning?
The task of designing assessments requires of the designer to be not only a subject-matter expert, but also knowledgeable about the various methods, techniques and tools used for integrated assessment. Therefore, anyone involved in outcomes-based assessments could benefit from this training.

How is this course structured?
Two days of hands-on practice in designing integrated assessment instruments under the guidance of experienced ETD practitioners. Then back to the workplace for approximately three to six months to try your hand at developing assessment strategies, guides and instruments. When ready for assessment you submit a Portfolio of Evidence. The training is based on the outcomes of Unit Standard ID 115755 "Design and develop outcomes-based assessments", NQF 06, 10 credits.

What entry requirements must I fulfil?
You require the necessary subject matter expertise and some general knowledge related to outcomes-based assessment.

What will I be able to do at the end of the learning?
You will be able to design assessment strategies suited to the outcomes to be assessed, compile assessment guides to be used by assessors, and develop assessment instruments appropriate to the concept of integrated assessment.

How long will I be busy?
Two days of workshop-based activities will give you the basic skills to design and develop assessment instruments. You will then be expected to return to the workplace and use your newly acquired skills before submitting your portfolio for summative assessment. (Optional: one-day portfolio-building workshop).
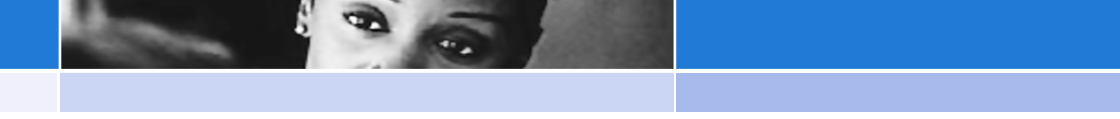
Other good news
Ideally, the ETD Practitioner should first learn to develop assessment instruments, and therefore this unit standard assist in understanding the integral process of interpreting a unit standard for purposes of assessment.

Accreditation status
The programme is approved by the ETDP SETA ETQA.

Rules relating to assessment, academic credit, progression and qualification
Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the ETDP SETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners'

Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

15. Develop, support and promote RPL practices

EDUTEL
SKILLS DEVELOPMENT

Why do this course?

"Recognition of Prior Learning in South Africa has, unlike similar initiatives in other countries, a very specific agenda. RPL is meant to support transformation of the education and training system of the country. This calls for an approach to the development of RPL policy and practices that explicitly addresses the visible and invisible barriers to learning and assessment. Such an approach must generate the commitment of all role players to remove these barriers and to build a visible, usable and credible system as an effective and creative vehicle for lifelong learning. It is important that consensus be generated around the criteria and support systems within which the integrity and quality of all assessments will be protected." SAQA RPL policy (2002,p. 11).

Who would be able to make use of this learning?

This unit standard aims to recognize the expertise of people who have a deep understanding of outcomes-based assessment in general, and of the complexities concerning the initiation and implementation of Recognition of Prior Learning (RPL) policies and practices in particular. Such people are able to promote an awareness of RPL-related issues and provide RPL advice and support, at systems and strategic level, to a range of people/bodies, including assessors, moderators, evidence facilitators, assessment designers, teachers, trainers, managers, organisations, institutions, companies and enterprises.

How is this course structured?

The course is based on the unit standard called "Develop, support and promote RPL practices" (Unit Standard 116587 on NQF Level 07, 10 credits).

What entry requirements must I fulfil?

You must understand and can practice the key principles of an outcomes-based system in general, and standards-based assessment in particular.

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

You will be able to demonstrate understanding of the conceptual underpinnings and purposes of the recognition of prior learning, develop RPL policies, procedures and plans for an organisation, investigate current RPL practice and opportunities in an organisation or sector, provide RPL advice and support and promote RPL practices.

How long will I be busy?
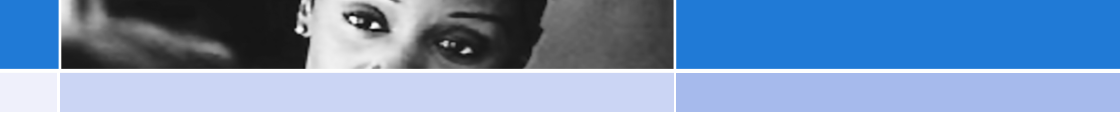
Four days of workshop-based activities will give you the basic skills to develop the RPL instruments, support those using them and promote the implementation of RPL.

Accreditation status

The programme is approved by the ETDP SETA ETQA.

Rules relating to assessment, academic credit, progression and qualification

Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been

declared competent and your assessment outcomes has been verified by the ETDP SETA, you will earn the credits linked to unit standard making up your skills programme/ qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

16. Become a Project Manager

This learning intervention consists of several unit standards, all of which will provide the learner with a fundamental set of basic project management skills. You will learn how to lead a team of people in the context of a small project involving few resources. Furthermore, you will be able to apply quality assurance mechanisms throughout the process.

Duration of skills programmes: The workshop is approximately 3 days, depending on the number of unit standards and notional hours.

During the three days we will cover:
Option 1
*   120375 Participate in the estimation and preparation of cost budget or a project or sub project and monitor and control actual cost against budget,   NQF 04 (6 credits)
*   120376 Conduct project documentation management to support project processes, NQF 04 (6 credits)
*   120381 Implement project administration processes according to requirements, NQF 04 (5 credits)
*   120382 Plan, organise and support project meetings and workshops, NQF 04 (4 credits)
*   120387 Monitor, evaluate and communicate simple project schedules, NQF 04 (4 credits).

Option 2
*   120373 Contribute to project initiation, scope definition and scope change control, NQF 04 (9 credits)
*   120384 Develop a simple schedule to facilitate effective project execution, NQF 04 (8 credits)
*   120379 Work as a project team member, NQF 04 (8 credits)

Accreditation status
The programme is approved by the Services SETA ETQA.

Rules relating to assessment, academic credit, progression and qualification
Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the Services SETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

17. Course structure: NQF 02

National Certificate: Wholesale and Retail Distribution
SAQA ID: 49280 (120 credits)

The purpose of this certificate is to equip learners to understand, and acquaint themselves with the underlying principles of all of the major areas related to distribution within the Wholesale & Retail sector, thus enabling them to become more effective employees. The certificate further aims to provide career paths through various levels and areas of the Wholesale and Retail environment, thus promoting the notion of quality life-long learning. By assisting in the development of competence in the Wholesale and Retail field (arguably one of the bigger, more labour intensive and therefore important arenas for social and economic transformation in the country), this certificate will provide a stepping-stone for further learning in the Further Education and Training Band.

The certificate in Wholesale and Retail Distribution, NQF Level 02, is designed to meet the needs of the learners who are already employed and involved in Wholesale, Distribution or Mail Order Retail within the Wholesale and Retail field. Additionally, however, it may also allow access to, and meet the needs and aspirations of the youth and unemployed who wish to pursue a career in these areas, or in fields where this learning may be useful. This furthermore includes adult learners who want to enter the arena or develop their careers in one or more of the related sub-fields. As this certificate may

form part of a learning pathway it may allow mobility to persons operating at any level in the field.

This certificate provides learners with a grounding in all areas of distribution. This may enable them not only to increase their productivity within the Wholesale and Retail Sector but also to apply their learning in various other business environments.

What exit-level outcomes will I have achieved:
• Communicate both verbally and in writing.
• Understand and apply mathematics.
• Perform stock-related functions.
• Define the core concepts of the Wholesale and Retail environment.

Elective exit-level outcomes:
• Maintain a safe and secure Wholesale and Retail environment.
• Implement point-of-sale transactions and procedures.
• Offer and maintain a credit facility and customer accounts.
• Perform general administrative and office functions.
• Pack and handle food and non-food items.
• Deal with customers.
• Apply in and out-bound call centre operations within a commercial environment.
• Plan self-development.

Entrance requirements and/or learning assumed to be in place:
Communication and Mathematical Literacy at NQF Level 01.

Accreditation status
The programme is approved by the W&RSETA ETQA.

Rules relating to assessment, academic credit, progression and qualification
Learners will be assessed by completing a knowledge test and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has outcome has been verified by the W&RSETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

Curriculum

FUNDAMENTAL 36 Credits	CORE 39 Credits	ELECTIVE Choose 45 Credits
• 8963 Access and use information from texts, NQF 02 (5 credits)	• 114891 Count stock for a stock-take, NQF 02 (5 credits)	• 114897 Administer deliveries, NQF 02 (10 credits)
• 9009 Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems, NQF 02 (3 credits)	• 114895 Define the core concepts of the wholesale and retail environment, NQF 02 (10 credits)	• 114908 Apply food safety practices in a wholesale and retail outlet, NQF 02 (7 credits)
• 7480 Demonstrate understanding of rational and irrational numbers and number systems, NQF 02 (3 credits)	• 117898 Move, pack and maintain stock in a distribution centre/warehouse, NQF 02 (12 credits)	• 14359 Behave in a professional manner in a business environment, NQF 02 (5 credits)
• 9008 Identify, describe, compare, classify, explore shape and motion in 2-and	• 117899 Pick stock in a distribution centre/warehouse, NQF 02 (12 credits)	• 117887 Complete basic business calculations, NQF 02 (5 credits)
		• 114910 Implement food-handling practices in wholesale and retail outlet, NQF 02 (8 credits)

FUNDAMENTAL 36 Credits	CORE 39 Credits	ELECTIVE Choose 45 Credits
3-dimensional shapes in different contexts, NQF 02 (3 credits) • 8962 Maintain and adapt oral communication, NQF 02 (5 credits) • 8967 Use language and communication in occupational learning programmes, NQF 02 (5 credits) • 7469 Use mathematics to investigate and monitor the financial aspects of personal and community life, NQF 02 (2 credits) • 9007 Work with a range of patterns and functions and solve problems, NQF 02 (5 credits) • 8964 Write for a defined context, NQF 02 (5 credits)		• 117892 Maintain a safe and secure environment in a distribution centre, NQF 02 (12 credits) • 114912 Maintain a safe and secure wholesale and retail environment, NQF 02 (10 credits) • 114899 Maintain the customer`s account, NQF 02 (5 credits) • 14342 Manage time and work processes within a business environment, NQF 02 (4 credits) • 114919 Offer a credit facility, NQF 02 (8 credits) • 114902 Operate a computer in a Wholesale/Retail outlet, NQF 02 (6 credits) • 114893 Pack customer purchases at point of sales, NQF 02 (3 credits) • 114890 Perform office functions in a wholesale and retail outlet, NQF 02 (4 credits) • 114894 Process payment at a Point of Sales (POS), NQF 02 (10 credits) • 114889 Record transactions, NQF 02 (8 credits)

FUNDAMENTAL 36 Credits	CORE 39 Credits	ELECTIVE Choose 45 Credits
		• 114909 Administer and control the organisation`s deposits and floats, NQF 03 (8 credits)
		• 114905 Administer day-end cashing up procedures, NQF 03 (8 credits)
		• 117891 Despatch stock from a distribution centre, NQF 03 (12 credits)
		• 117897 Maintain stock balances in a distribution centre, NQF 03 (8 credits)
		• 114898 Minimise defaulting customer accounts, NQF 03 (5 credits)
		• 117901 Receive stock in a DC/Warehouse, NQF 03 (15 credits)
		• 114911 Resolve customer queries/complaints, NQF 03 (8 credits)
		• 114900 Sell products to customers in a Wholesale and Retail outlet, NQF 03 (12 credits)
		• 258175 Break bulk, pack and label stock, NQF 02 (8 credits)

18. Course structure: NQF 03

National Certificate: Public Administration
SAQA ID 57804, NQF 03, Min. 157 credits

EDUTEL
PUBLIC SERVICES

The qualification recognises the generic skills, knowledge, understanding, attitudes and values expected of a competent person in a wide range of contexts in Public Sector Administration and the public sector in general. Additionally this qualification contributes to the development of information technology, communications, writing, and service delivery competencies. It provides learners who have no formal education with an opportunity through formal assessment to:
- Have their prior learning formally recognised.
- Identify gaps in their skills and knowledge.
- Structure learning programmes to close those gaps.

On completion of this qualification the qualifying learner will:
- Be competent in core administration and data capturing skills.
- Understand and be able to apply public sector policies, procedures and processes.
- Recognise and understand the purpose and structure of their own workplace, and the purpose of specific departments or sections and the way in which each contributes to the objectives and purpose of the public sector in the country.
- Understand the role that the public sector plays in the South African economy as a whole.
- Be able to plan his/her work to meet deadlines and performance standards demanded by the department.
- Be able to measure and evaluating his/her level of performance against performance

standards and plan improvement strategies.
- Be able to develop a skills development plan for him/herself and apply it so improving productivity levels.

Effective and efficient administration in the public sector are key to a successful economy. This qualification is a blend of administration skills relevant in the context of the public sector and is aiming at rapid building of the skills base within the public sector. It ties in with the overall objectives of the public sector to skill learners in line with the strategic need of identified broad competences.
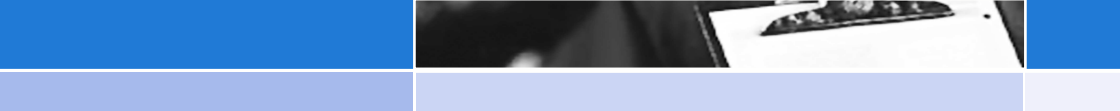
The qualification reflects the skills and competencies required of people employed, or seeking employment in the Public Sector, in a role where they provide administration services. The importance of the ethical base of service delivery is additionally reflected in this qualification.

Entrance requirements and/or learning assumed to be in place:
Communication and Mathematical Literacy at NQF Level 2 Computer Literacy at NQF Level 1.

Exit-level Outcomes:
- Provide an effective administration service at practitioner level in the public sector at national, provincial or local government level.
- Demonstrate knowledge of the legal, regulatory and policy frameworks applicable to own work environment.

- Deliver and make informed judgements about the quality of the administration service, offered to clients.
- Take responsibility for managing own performance and growth as administrative practitioners in the context of public sector human resource development policies and procedures.
- Use and maintain computers and workplace equipment relevant to own public administration role in own operating context.
- Maintain health, safety and security of the work community and environment.

Duration of qualification:
1 year

Accreditation status
The programme is approved by PSETA ETQA.

Rules relating to assessment, academic credit, progression and qualification
Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by PSETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

Curriculum

FUNDAMENTAL 36 Credits	CORE 103 Credits	ELECTIVE Choose 18 Credits
• 119472 Accommodate audience and context needs in oral/signed communication, NQF 03 (5 credits)	• 117943 Install a Personal Computer (PC) peripheral device, in a GUI environment , NQF 01 (2 credits)	• 13929 Co-ordinate meetings, minor events and travel arrangements, NQF 03 (3 credits)
• 9010 Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations, NQF 03 (2 credits)	• 117902 Use generic functions in a Graphical User Interface (GUI)-environment, NQF 01 (4 credits)	• 13937 Monitor and control office supplies, NQF 03 (2 credits)
• 9013 Describe, apply, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts, NQF 03 (4 credits)	• 114974 Apply the basic skills of customer service, NQF 02 (2 credits)	• 13928 Monitor and control reception area, NQF 03 (4 credits)
• 119457 Interpret and use information from texts, NQF 03 (5 credits)	• 114957 Contribute to the health, safety and security of a financial service workplace, NQF 02 (2 credits)	• 13930 Monitor and control the receiving and satisfaction of visitors, NQF 03 (4 credits)
• 9012 Investigate life and work related problems using data and probabilities, NQF 03 (5 credits)	• 114976 Operate and take care of equipment in an office environment, NQF 02 (2 credits)	• 13935 Plan and conduct basic research in an office environment, NQF 03 (6 credits)
• 119467 Use language and communication in occupational learning programmes, NQF 03 (5 credits)	• 14911 Participate in formal meetings, NQF 02 (3 credits)	• 114589 Manage time productively, NQF 04 (4 credits)
	• 14348 Process incoming and outgoing telephone calls, NQF 02 (3 credits)	
	• 117924 Use a Graphical User Interface (GUI)-based word processor to format documents, NQF 02 (5 credits)	

FUNDAMENTAL 36 Credits	CORE 103 Credits	ELECTIVE Choose 18 Credits
• 7456 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues, NQF 03 (5 credits) • 119465 Write/present/ sign texts for a range of communicative contexts, NQF 03 (5 credits)	• 242864 Answer customer enquiries by mail, facsimile, and e-mail in a wide range of public sector contexts, NQF 03 (4 credits) • 242870 Apply public sector policies and procedures to achieve administration objectives, NQF 03 (12 credits) • 242860 Apply the Batho Pele principles to own work role and context, NQF 03 (4 credits) • 13915 Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace, NQF 03 (4 credits) • 242858 Demonstrate knowledge of and apply the Public Sector Code of Conduct in own work roles and context, NQF 03 (4 credits) • 242863 Identify basic employment rights and responsibilities and deal appropriately with own	

FUNDAMENTAL 36 Credits	CORE 103 Credits	ELECTIVE Choose 18 Credits
	grievances and disputes, NQF 03 (4 credits) • 242866 Identify, operate and maintain the records management system in a Public Sector organisation, NQF 03 (6 credits) • 242874 Manage own performance improvement process in a public sector context, NQF 03 (4 credits) • 242862 Manage own work performance in a public sector workplace, NQF 03 (6 credits) • 11241 Perform Basic Business Calculations, NQF 03 (6 credits) • 242865 Use data entry and retrieval skills to input and retrieve computer data, NQF 03 (4 credits) • 242868 Demonstrate and apply knowledge of role and responsibility of local government in South Africa, NQF 04 (6 credits) • 242856 Demonstrate and apply knowledge of role and responsibility of national government in South Africa, NQF 04 (6 credits)	

FUNDAMENTAL 36 Credits	CORE 103 Credits	ELECTIVE Choose 18 Credits
	• 242854 Demonstrate and apply knowledge of role and responsibility of provincial government in South Africa, NQF 04 (6 credits) • 242857 Demonstrate and apply knowledge of the ethical standards in the Public Sector, NQF 04 (4 credits)	

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

19. Course structure: NQF 04

Further Education and Training Certificate: Generic Management: Public Administration SAQA ID: 57712 (58346) (150 credits)

This qualification is intended for junior managers of small organisations, junior managers of business units in medium and large organisations, or those aspiring to these positions. Junior managers include team leaders, supervisors, foremen and section heads.

The focus of this qualification has been designed to enable learners to be competent in a range of knowledge, skills, attitudes and values including:
• Gathering and analysing information.
• Analysing events that impact on a business and its competitive environment.
• Complying with organisational standards.
• Motivating an individual or team.
• Negotiating in a work situation.
• Understanding the role of business strategy as it applies to junior management.
• Managing the budget within a specific area of responsibility.
• Applying management principles and practices within a specific area of responsibility.
• Managing work unit performance to achieve goals.
• Behaving ethically and promoting ethical behaviour in a work situation.
• Demonstrating understanding of the consequences in a work unit of HIV/AIDS.

When you have completed the qualification you will be able to:
• develop plans to achieve defined objectives;
• organise resources in accordance with a developed plan;
• lead a team to work co-operatively to achieve objectives;
• monitor performance to ensure compliance to a plan;
• make decisions based on a code of ethics.

Entrance requirements and/or learning assumed to be in place
Communication, Mathematical Literacy and Computer Literacy at NQF Level 03.

Accreditation status
The programme is approved by PSETA ETQA.

Rules relating to assessment, academic credit, progression and qualification
Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the PSETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already

for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills higher programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

Curriculum

FUNDAMENTAL 56 Credits	CORE 72 Credits	ELECTIVE Choose 22 Credits
• 119472 Accommodate audience and context needs in oral/signed communication, NQF 03 (5 credits) • 119457 Interpret and use information from texts, NQF 03 (5 credits) • 119467 Use language and communication in occupational learning programmes, NQF 03 (5 credits) • 119465 Write/present/sign texts for a range of communicative contexts, NQF 03 (5 credits) • 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems, NQF 04 (6 credits) • 119462 Engage in sustained oral/signed communication and evaluate spoken/signed texts, NQF 04 (5 credits) • 119469 Read/view, analyse and respond to a variety of	• 242824 Apply leadership concepts in a work context, NQF 04 (12 credits) • 242815 Apply the organisation's code of conduct in a work environment, NQF 04 (5 credits) • 242816 Conduct a structured meeting, NQF 04 (5 credits) • 242822 Employ a systematic approach to achieving objectives, NQF 04 (10 credits) • 242821 Identify responsibilities of a team leader in ensuring that organisational standards are met, NQF 04 (6 credits) • 242810 Manage Expenditure against a budget, NQF 04 (6 credits) • 242829 Monitor the level of service to a range of customers, NQF 04 (5 credits) • 242819 Motivate and build a team, NQF 04 (10 credits)	• 113955 Apply the Batho Pele principles to own work role and context, NQF 03 (4 credits) • 242812 Induct a member into a team, NQF 03 (4 credits) • 13915 Demonstrate knowledge and understanding of HIV/AIDS, and its effects on a business sub-sector, own organisation and a specific workplace, NQF 03 (4 credits) • 242813 Explain the contribution made by own area of responsibility to the overall organisational strategy, NQF 04 (5 credits) • 11473 Manage individual and team performance, NQF 04 (8 credits) • 120381 Implement project administration processes according to requirements, NQF 04 (5 credits) • 110490 Demonstrate a knowledge and

FUNDAMENTAL 56 Credits	CORE 72 Credits	ELECTIVE Choose 22 Credits
texts, NQF 04 (5 credits) • 9016 Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts, NQF 04 (4 credits) • 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues, NQF 04 (6 credits) • 12153 Use the writing process to compose texts required in the business environment, NQF 04 (5 credits) • 119459 Write/present/sign for a wide range of contexts, NQF 04 (5 credits)	• 242811 Prioritise time and work for self and team, NQF 04 (5 credits) • 242817 Solve problems, make decisions and implement solutions, NQF 04 (8 credits)	understanding of the basic principles of public administration and management, NQF 04 (4 credits)

20. Course structure: NQF 04

Further Education and Training Certificate: Human Resources Management and Practices Support SAQA ID 67463, NQF 04, 140 credits

On completion of the Certificate you will be able to apply for registration with SABPP.

Purpose of Qualification:
This qualification will be useful to people who support and participate in human resources management and practices.

People credited with this qualification are able to
• Collect, collate and distribute information related to people management in line with a given plan;
• Provide advice on or refer to the appropriate person in response to queries on organisational procedures related to people management;
• Demonstrate basic understanding of people dynamics and impact in the workplace;
• Demonstrate basic understanding of the functioning of business and the role and contribution of individuals within organisations;
• Support the implementation of processes and systems related to human resources management and practices in all of the following role clusters:
  o   Strategic planning for human resources management and practices, people and work;
  o   Acquisition, development and utilisation of people;
  o   Establishment and improvement of labour and employee relations;

  o   Compensation and administration related to human resources management and practices.

Learning assumed to be in place:
Communication, Mathematical Literacy and Computer Literacy at NQF Level 03.

Exit-level Outcomes:
• Perform administrative duties related to human resources management and practices.
• Support the implementation of procedures and systems related to human resources management and practices in all of the following role clusters:
  o   strategic planning for human resources management and practices;
  o   acquisition, development and utilisation of people;
  o   establishment and improvement of labour and employee relations;
  o   compensation and administration related to human resources management and practices.
• Collect, collate and distribute information related to human resources management and practices in the context of a predetermined plan.
• Provide advice on or refer to the appropriate person in response to queries on organisational procedures related to human resources management and practices.

- Demonstrate a basic understanding of people dynamics and impact in the workplace.
- Demonstrate a basic understanding of the functioning of business and the role and contribution of individuals within organisations.
- Identify strengths and areas for improvement in own learning through self-reflection and reflection on support for organisational human resources management and practices.

Duration of qualification:
You will be required to accumulate 140 credits. The length of the course is two years during which time you will cover all the exit-level outcomes.

Examination dates:
- The National FISA can only be written at an approved Assessment Centre.
- All approved Assessment Centres will be listed on the SABPP Website.
- The first examination is scheduled for 30 November 2017 which will be written once the learner has met all requirements of the qualification. If the learner is not-yet-competent (pass mark 65%), the learner must be rescheduled for the next examination sitting as stated below. Note, each training provider must set its own internal governance regarding re-writes (including costs).

- 1 March 2018 (includes Supplementary Exam)
- 7 June 2018
- 6 September 2018
- 20 November 2018 - Quarterly dates

Accreditation status:
The programme is approved by the SABPP ETQA.

Rules relating to assessment, academic credit, progression and qualification:
Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the Services SETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

Curriculum

FUNDAMENTAL 56 Credits	CORE 60 Credits	ELECTIVE 24 Credits
• 8968 Accommodate audience and context needs in oral communication, NQF 03 (5 credits)	• 9973 Apply basic business concepts, NQF 03 (8 credits)	• 117865 Assist and support learners to manage their learning experiences, NQF 04 (5 credits)
• 8969 Interpret and use information from texts, NQF 03 (5 credits)	• 114941 Apply knowledge of HIV/AIDS to a specific business sector and a workplace, NQF 03 (4 credits)	• 117870 Conduct targeted training and development using given methodologies, NQF 04 (10 credits)
• 8973 Use language and communication in occupational learning programmes, NQF 03 (5 credits)	• 10170 Demonstrate understanding of employment relations in an organisation, NQF 03 (3 credits)	• 12544 Facilitate the preparation and presentation of evidence for assessment, NQF 04 (4 credits)
• 8970 Write texts for a range of communicative contexts, NQF 03 (5 credits)	• 117877 Perform one-to-one training on the job, NQF 03 (4 credits)	• 11473 Manage individual and team performance, NQF 04 (8 credits)
• 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems, NQF 04 (6 credits)	• 12135 Represent stakeholders in consultations and discussions on matters that arise at shop floor level, NQF 03 (3 credits)	• 13934 Plan and prepare meeting communications, NQF 03 (4 credits)
• 8974 Engage in sustained oral communication and evaluate spoken texts, NQF 04 (5 credits)	• 14551 Analyse the skills development legislation and apply it in the workplace, NQF 04 (4 credits)	• 10038 Conduct follow-up with customers to evaluate satisfaction levels, NQF 04 (14 credits)
• 8975 Read analyse and respond to a variety of texts, NQF 04 (5 credits)	• 117495 Assess legal contracts for business, NQF 04 (8 credits)	
• 9016 Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts, NQF 04 (4 credits)	• 10980 Induct a new employee, NQF 04 (6 credits) •	

FUNDAMENTAL 56 Credits	CORE 60 Credits	ELECTIVE 24 Credits
• 8979 Use language and communication in occupational learning programmes, NQF 04 (5 credits) • 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues, NQF 04 (6 credits) • 8976 Write for a wide range of contexts, NQF 04 (5 credits)	• 10983 Participate in the implementation and utilisation of equity related processes, NQF 04 (5 credits) • 10978 Recruit and select candidates to fill defined positions, NQF 04 (10 credits) • 12153 Use the writing process to compose texts required in the business environment, NQF 04 (5 credits)	

21. Course structure: NQF 04

Further Education and Training Certificate: Public Administration
SAQA ID: 57824 (146 credits)

The purpose of the FETC: Public Administration is to provide a structured programme for public officials that work in support of senior management officials in providing for service delivery objectives. The need for well-qualified efficient, client-oriented public officials is therefore identified as a priority in all the three spheres of government. The FETC: Public Administration is aimed at practitioners working in the public sector. It is a qualification in a career pathway towards an accomplished public administration and management specialist.

The FETC: Public Administration consists of Exit Level Outcomes covering service delivery, applying public sector policy and legislation in their respective work contexts, identifying and solving problems, communications and administration. The competencies covered in the proposed unit standards encapsulate the competencies required by public officials working at the operational level and responsible for implementing specific service delivery objectives within a public sector departmental context. This qualification enables transferability of skills between the private and the public sector.

When you have completed the qualification you will be able to follow a career within the Public Sector's:
The possession of relevant knowledge, skills and attitude by public officials is crucial to the implementation of public sector administration and management reforms. Qualifying learners should be able to follow various careers within the Public Sector's:

- Financial Services
- Administration
- Management
- Procurement and Supply Chain Management
- Supervisory Administration.

Entrance requirements and/or learning assumed to be in place
It is assumed that all learners accessing this qualification are competent in Communication at NQF Level 3, and Mathematical Literacy at NQF level 3.

Exit-level Outcomes:
- Apply public sector principles, policies and ethics to own public sector work context.
- Apply the principles of good customer service in own public sector context.
- Apply administrative principles in implementation of public sector procedures and work schedules.
- Demonstrate an ability to apply the principles of problem identification and analysis.
- Contribute towards team development in own public sector context.
- Apply the principles of communication in own work context according to public sector communication protocol.

Duration of qualification:

You will be required to accumulate 146 credits. The length of the course is two years during which time you will cover all the exit-level outcomes.

Accreditation status:

The programme is approved by PSETA ETQA.

Rules relating to assessment, academic credit, progression and qualification:

Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the Services SETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

Curriculum

FUNDAMENTAL 56 Credits	CORE 70 Credits	ELECTIVE 20 Credits
• 119472 Accommodate audience and context needs in oral/signed communication, NQF 03 (5 credits) • 119466 Interpret a variety of literary texts, NQF 03 (5 credits) • 119457 Interpret and use information from texts, NQF 03 (5 credits) • 119465 Write/present/ sign texts for a range of communicative contexts, NQF 03 (5 credits) • 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related	• 113955 Apply the Batho Pele principles to own work role and context, NQF 03 (4 credits) • 113956 Demonstrate knowledge of and apply the Public Sector Code of Conduct in own work roles and context, NQF 03 (4 credits) • 242900 Apply administrative principles in the implementation of public sector procedures and work schedule, NQF 04 (6 credits) • 242901 Apply the principles of good customer service to achieve public sector objectives, NQF 04 (6 credits)	• 242819 Motivate and Build a Team, NQF 04 (10 credits) • 119332 Manage and develop oneself in the public sector work environment, NQF 04 (10 credits)

FUNDAMENTAL 56 Credits	CORE 70 Credits	ELECTIVE 20 Credits
problems, NQF 04 (6 credits)	• 242903 Define overall public sector culture and values and apply to own work context, NQF 04 (6 credits)	
• 119462 Engage in sustained oral/signed communication and evaluate spoken/signed texts, NQF 04 (5 credits)	• 242902 Demonstrate an ability to apply the principles of problem identification, analysis and decision-making within immediate work context, NQF 04 (6 credits)	
• 119469 Read/view, analyse and respond to a variety of texts, NQF 04 (5 credits)	• 242880 Demonstrate an understanding and apply the framework and overall mechanics of government in public sector policy, NQF 04 (6 credits)	
• 9016 Represent, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts, NQF 04 (4 credits)	• 119351 Apply principles of computerised systems to manage data and reports relevant to the public sector administration, NQF 05 (10 credits)	
• 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues, NQF 04 (6 credits)	• 120307 Apply South African legislation and policy affecting public administration, NQF 05 (10 credits)	
• 12153 Use the writing process to compose texts required in the business environment, NQF 04 (5 credits)	• 119334 Discuss the selected legislative regulatory framework governing the public sector management and administration environment, NQF 05 (12 credits)	
• 119459 Write/present/sign for a wide range of contexts, NQF 04 (5 credits)		

22. Course structure: NQF 05
National Certificate: Public Administration SAQA ID: 50060
(141 credits)

The purpose of the NQF level 5 Public Administration qualification is to provide a structured programme for public officials that work with senior management officials so as to provide support to strategic leadership and management needed to transform all spheres of government. The need for well-qualified efficient, client-oriented public officials is therefore identified as a priority in all the three spheres of government. The National Certificate in Public Administration (NQF Level 5) is aimed at practitioners working in the public sector. It is a qualification in a career pathway towards an accomplished public administration and management specialist.

The National Certificate in Public Administration consists of Exit Level Outcomes covering service delivery, knowledge management, formulation of public sector policies, risk management, applying the public sector legislative framework, managing people, leadership, financial administration, project management and information technology for the public sector. The competencies covered in the proposed unit standards encapsulate the competencies required by public officials working at the operational level.

The qualification will therefore enhance the ability of the qualifying learner as a public finance official to perform the necessary administration tasks expected as well as improve management abilities. In this way, the qualification enhances transferability of

skills within different spheres of the public sector. At the same time, a learner will gain a firm foundation required for furthering studies at NQF levels 6 and 7. This qualification enables transferability of skills between the private and public sector.

With regard to the implementation of public administration and management reforms, the qualification serves, as a basis of an effective implementation process by defining and identifying those competencies required by technical public officials. The possession of relevant knowledge, skills and attitude by public officials is crucial to the implementation of public sector administration and management reforms. Thus, the qualification contributes to the upliftment of South African economy in line with the aims of existing skills development legislations through enhancing of skill levels of public sector employees.

When you have completed the qualification you will be able to follow a career within the Public Sector's:
• Financial Services.
• Administration.
• Management.
• Accounting.
• Project/Public Entity Management.

Entrance requirements and/or learning assumed to be in place
All learners accessing this qualification must be in possession of a Further Education and Training Certificate or equivalent

qualification, bearing in mind the learning assumed to be in place. Learners will have competences in a first and second language, as well as Communication NQF Level 4, and Mathematical Literacy NQF level 4. It is recommended that learners are also competent in the Unit Standard titled Demonstrate an understanding of and apply principles of knowledge management to public sector administration and management, Level 4, 8 credits.

Accreditation status
The programme is approved by PSETA ETQA.

Rules relating to assessment, academic credit, progression and qualification
Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the PSETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

Curriculum

FUNDAMENTAL 27 Credits	CORE 94 Credits	ELECTIVE Choose 20 Credits
• 120304 Analyse, interpret and communicate information, NQF 05 (9 credits)	• 120310 Apply client service techniques to improve service delivery, NQF 05 (6 credits)	• 120300 Analyse leadership and related theories in a work context, NQF 05 (8 credits)
• 119342 Apply knowledge of ethical principles, standards and professional conduct in public sector management and administration, NQF 05 (8 credits)	• 115405 Apply principles of knowledge management to organisational transformation, NQF 05 (10 credits)	• 252026 Apply a systems approach to decision making, NQF 05 (6 credits)
• 119332 Manage and develop oneself in the public sector work environment, NQF 05 (10 credits)	• 120303 Apply principles of risk management, NQF 05 (8 credits)	• 252020 Create and manage an environment that promotes innovation, NQF 05 (6 credits)
	• 120307 Apply South African legislation and policy affecting public administration, NQF 05 (10 credits)	• 114278 Demonstrate and apply an understanding of the Labour Relations Act (Act 66 of 1995), NQF 05 (12 credits)

FUNDAMENTAL 27 Credits	CORE 94 Credits	ELECTIVE Choose 20 Credits
	• 15237 Build teams to meet set goals and objectives, NQF 05 (3 credits) • 15216 Create opportunities for innovation and lead projects to meet innovative ideas, NQF 05 (4 credits) • 120301 Formulate and evaluate public sector policies and regulations, NQF 05 (8 credits) • 114226 Interpret and manage conflicts within the workplace, NQF 05 (8 credits) • 116928 Manage diversity in the workplace, NQF 05 (14 credits) • 119336 Manage the development and performance of human capital in the public sector, NQF 05 (12 credits) • 15222 Promote a learning culture in an organisation, NQF 05 (3 credits) • 120306 Manage service delivery improvement, NQF 06 (8 credits)	• 15233 Harness diversity and build on strengths of a diverse working environment, NQF 05 (3 credits) • 15215 Identify and interpret Best Practice guidelines, and plan for and implement Best Practice within the team, department or division, NQF 05 (4 credits) • 15214 Recognise areas in need of change, make recommendations and implement change in the team, department or division, NQF 05 (3 credits) • 10146 Supervise a project team of a developmental project to deliver project objectives, NQF 05 (14 credits)

23. Course structure: NQF 05

National Certificate: Inspection and Enforcement Services SAQA ID: 49107 (140 credits)

This qualification will provide all learners who are involved in inspection and enforcement services in the Department of Labour and other government departments with the necessary skills, knowledge, attitudes and values to be able to perform their functions effectively and efficiently and in accordance with the requirements of the various Acts, regulations and codes of conduct that are applicable to their work.

There are many people employed in enforcement and inspection services who do not possess formal qualifications in the sector but who have the necessary skills and knowledge to carry out their work with a high level of expertise. This qualification will give those people an opportunity to obtain a formal qualification, which recognises their competence. The qualification will also serve to equip new entrants to the service with the necessary knowledge and skills. In addition the qualification will enable learners to embark on further study at higher levels on the NQF thus advancing the notion of life-long learning and improving learners' employment possibilities.

The Department of Labour has the responsibility of ensuring that employers comply with the various requirements relating to the employment of workers as well as with regulations pertaining to heath and safety. An effective enforcement and inspection service will help to ensure fair labour practice coupled with safe and healthy working environments. This qualification will help to establish such a service on a professional level.

Entrance requirements and/or learning assumed to be in place

It is assumed that learners are competent in Communication and Mathematical Literacy at NQF level 4.

Accreditation status

The programme is approved by PSETA ETQA.

Rules relating to assessment, academic credit, progression and qualification

Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the PSETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

Curriculum

FUNDAMENTAL 28 Credits	CORE 82 Credits	ELECTIVE Choose 30 Credits
• 10135 Work as a project team member, NQF 04 (8 credits) • 13648 Apply appropriate social protocols in the workplace and community, NQF 05 (4 credits) • 9407 Communicate with clients and discuss work, NQF 05 (5 credits) • 15233 Harness diversity and build on strengths of a diverse working environment, NQF 05 (3 credits) • 12433 Use communication techniques effectively, NQF 05 (8 credits)	• 110490 Demonstrate a knowledge and understanding of the basic principles of public administration and management, NQF 04 (4 credits) • 15234 Apply efficient time management to the work of a department/division/section, NQF 05 (4 credits) • 15237 Build teams to meet set goals and objectives, NQF 05 (3 credits) • 11983 Compile and administer a case docket for investigation purposes, NQF 05 (6 credits) • 117392 Conduct a range of audits, NQF 05 (6 credits) • 14155 Create and maintain positive workplace relationships, NQF 05 (5 credits) • 110508 Demonstrate and apply knowledge and understanding of the concept of facilitation and a range of facilitation skills, NQF 05 (6 credits) • 11984 Give evidence in a court of law, NQF 05 (4 credits) • 117390 Identify and interpret related labour legislation and its impact	• 14415 Describe and interpret the composition, role-players, processes and role of the construction industry, NQF 04 (4 credits) • 14429 Supervise health and safety on a construction project, NQF 04 (6 credits) • 7818 Conduct on-the-job coaching, NQF 05 (5 credits) • 15231 Create and use a range of resources to effectively manage teams, sections, departments or divisions, NQF 05 (4 credits) • 15223 Implement training needs for teams and individuals to upgrade skills levels, NQF 05 (3 credits) • 15136 Manage health and safety on a construction project, NQF 05 (6 credits) • 7888 Monitor staff performance, NQF 06 (5 credits)

FUNDAMENTAL 27 Credits	CORE 94 Credits	ELECTIVE Choose 20 Credits
	on the workplace and ensure compliance, NQF 05 (20 credits)	
	• 15225 Identify and interpret related legislation and its impact on the team, department or division and ensure compliance, NQF 05 (4 credits)	
	• 117391 Investigate an incident, NQF 05 (8 credits)	
	• 14609 Participate in management of conflict, NQF 05 (4 credits)	
	• 7866 Plan, organise and monitor work in own area of responsibility, NQF 05 (3 credits)	
	• 13925 Present information in a public setting, NQF 05 (5 credits)	

24. Course structure: NQF 05

National Diploma: Human Resources Management and Practices
SAQA ID 61592, NQF 05, 249 credits

On completion of the Certificate you will be able to apply for registration with SABPP.

Purpose of Qualification:
This diploma will be useful to people who operationalise some aspects of the core processes and practices at a basic level across the four role clusters in human resources management and practices:
• Strategic planning for human resources management and practices.
• Acquisition, development and utilisation of people.
• Establishment and improvement of labour and employee relations.
• Compensation and administration related to human resources management and practices.

Holders of the qualification will be able to operationalise some aspects of the core human resources management processes at a basic level and integrate them into an organisation`s business processes.

Holding the qualification will enable holders to enter learning programmes for a generalist degree in Human Resources Management and Practices.

Holding this qualification could serve as a requirement for professional registration at associate level.

Learning assumed to be in place:
Communication and mathematical competence at one level below that required for the fundamental components of the qualification.

Exit-level Outcomes:
• Coordinate and contribute to the management of some aspects of all four role clusters related to human resources management and practices.
• Adhere to legislative requirements and organisational policies and procedures when coordinating and contributing to the management of some of the core processes related to human resources management and practices.
• Promote best human resources management practices in an organisation.
• Contribute to the monitoring of Health and Safety at the workplace.
• Identify strengths and areas for improvement in own learning through self-reflection and reflection on organisational human resources management and practices.

Duration of qualification:
You will be required to accumulate 249 credits. The length of the course is two years during which time you will cover all the exit-level outcomes.

Examination dates:
• The National FISA can only be written at an approved Assessment Centre.
• All approved Assessment Centres will be listed on the SABPP Website.
• The first examination is scheduled for 30 November 2017 which will be written

once the learner has met all requirement of the qualification. If the learner is not-yet-competent (pass mark 65%), the learner must be rescheduled for the next examination sitting as stated below. Note, each training provider must set its own internal governance regarding re-writes (including costs).
- 1 March 2018, (includes Supplementary Exam)
- 7 June 2018
- 6 September 2018
- 20 November 2018 - Quarterly dates)

Accreditation status:
The programme is approved by the SABPP ETQA.

Rules relating to assessment, academic credit, progression and qualification:
Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the Services SETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

Curriculum

FUNDAMENTAL 27 Credits	CORE 174 Credits	ELECTIVE 66 Credits
• 110528 Compile and control a budget for a range of office supply requirements, NQF 05 (4 credits) • 10044 Implement a generic communication strategy, NQF 05 (10 credits) • 12433 Use communication techniques effectively, NQF 05 (8 credits) • 115791 Use language and communication strategies for vocational and occupational learning, NQF 05 (5 credits)	• 116927 Apply the principles of employment equity to organisational transformation, NQF 05 (10 credits) • 115753 Conduct outcomes-based assessment, NQF 05 (15 credits) • 15232 Coordinate planned skills development interventions in an organisation, NQF 05 (6 credits) • 114274 Demonstrate and apply an understanding of the Basic Conditions of Employment Act (Act 75 of 1997), NQF 05 (8 credits)	• 15228 Advise on the establishment and implementation of a quality management system for skills development practices in an organisation, NQF 05 (10 credits) • 110494 Apply a range of research methodologies to support the design and implementation of (a) local economic development project(s) in own work context, NQF 05 (8 credits) • 114924 Demonstrate understanding of the outcomes-based education and training

FUNDAMENTAL 27 Credits	CORE 174 Credits	ELECTIVE 66 Credits
	• 114273 Demonstrate and apply an understanding of the Labour Relations Act with respect to Collective Agreements and Bargaining Councils, NQF 05 (6 credits) • 114882 Develop holistic productivity improvement strategies and plans, NQF 05 (10 credits) • 115830 Develop own ability to provide a business advisory service for SMMEs, NQF 05 (10 credits) • 11907 Draft an employment contract, NQF 05 (3 credits) • 117871 Facilitate learning using a variety of given methodologies, NQF 05 (10 credits) • 15215 Identify and interpret Best Practice guidelines, and plan for and implement Best Practice within the team, department or division, NQF 05 (4 credits) • 15229 Implement codes of conduct in the team, department or division, NQF 05 (3 credits)	approach within the context of a National Qualifications Framework, NQF 05 (5 credits) • 15217 Develop an organisational training and development plan, NQF 05 (6 credits) • 11911 Manage individual careers, NQF 05 (5 credits) • 114925 Manage learner information using an information management system, NQF 05 (4 credits) • 11906 Manage the design, development and review of a human resource information system, NQF 05 (3 credits) • 114885 Prepare and communicate a productivity improvement plan for a functional unit, NQF 05 (6 credits) • 252041 Promote a learning culture in an organisation, NQF 05 (5 credits) • 114879 Promote a productivity improvement strategy, NQF 05 (10 credits) • 15221 Provide information and advice

FUNDAMENTAL 27 Credits	CORE 174 Credits	ELECTIVE 66 Credits
	• 11286 Institute disciplinary action, NQF 05 (8 credits) • 7882 Manage Payroll Records, NQF 05 (6 credits) • 10171 Manage the capture, storage and retrieval of human resources information using an information system, NQF 05 (3 credits) • 7848 Manage the induction of new staff, NQF 05 (5 credits) • 114886 Measure and assess the factors that influence labour productivity and establish the relative impact of each factor, NQF 05 (8 credits) • 11909 Monitor and advise on substantive conditions of employment and related rights and obligations in an organisation, NQF 05 (5 credits) • 15230 Monitor team members and measure effectiveness of performance, NQF 05 (4 credits) • 15214 Recognise areas in need of change, make recommendations and implement change in the team, department or	regarding skills development and related issues, NQF 05 (4 credits)

FUNDAMENTAL 27 Credits	CORE 174 Credits	ELECTIVE 64 Credits
	team, department or division, NQF 05 (3 credits) • 12140 Recruit and select candidates to fill defined positions, NQF 05 (9 credits) • 15220 Set, monitor and measure the achievement of goals and objectives for a team, department or division within an organisation, NQF 05 (4 credits) • 10148 Supervise a project team of a business project to deliver project objectives, NQF 05 (14 credits) • 10985 Conduct a disciplinary hearing, NQF 06 (5 credits) • 12138 Conduct an organisational needs analysis, NQF 06 (10 credits) • 12139 Facilitate the resolution of employee grievances, NQF 06 (5 credits)	

25. Course structure: NQF 05

EDUTEL
SKILLS DEVELOPMENT

National Diploma: Occupationally Directed Education, Training and Development Practices, NQF 05, SAQA ID 50333 (240 credits)

Why do this qualification?

This qualification is for those who want to build on a FETC, or for those learners who have completed the National Certificate: Occupationally Directed Education, Training and Development, Level 05, to enter the field of Occupationally Directed Education, Training and Development as a potential career, and have little or no previous exposure to Education, Training and Development (ETD). The qualification will also be valuable for those who may have been practising within the field, but without formal recognition. In particular, the Diploma will be useful for:

• needs analysts
• learning facilitators
• learning designers
• assessors
• learner and learning supporters
• Skills Development Facilitators
• Standards Writers and Qualification Designers
• Education, Training and Development (ETD) Managers.

The qualification addresses general competences across eight key ETD roles, and provides an opportunity for learners to specialise in four key areas in line with possible career opportunities or areas of interest. Recipients will thus meet the general requirements of the following key roles, with the opportunity to specialise in four of the roles. The first four roles are those in which

you will specialise:
• Design and develop learning programmes and processes;
• Engage in and promote assessment practices;
• Conduct skills development facilitation;
• Develop standards and qualifications;
• Manage and administer education training and development;
• Facilitate and evaluate learning;
• Engage in general management activities;
• Provide learning support to learners and organisations;
• Communicate in a variety of ways.

Who should have this qualification?

Any person who is already practising within the ETD field but without formal recognitions and 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.
• National Certificate: Occupationally Directed Education, Training and Development Practitioner, NQF 05 (SAQA ID 50334)

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

• Communicate in a variety of ways.

- Engage with 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 expected to engage with the qualification in order to gain 240 credits. The course can be completed over one year, or two years part-time.

Other good news
This qualification leads to the OD-ETDP Practices Degree on NQF level 06.

Accreditation status
The programme is approved by the ETDP SETA ETQA.

Rules relating to assessment, academic credit, progression and qualification
Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the ETDP SETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

Curriculum

FUNDAMENTAL 20 Credits	CORE 86 Credits	ELECTIVE Choose 134 Credits
• 115792 Access, process, adapt and use data from a wide range of texts, NQF 05 (5 credits)	• 117865 Assist and support learners to manage their learning experiences, NQF 04 (5 credits)	• 15228 Advise on the establishment and implementation of a quality management system for skills development practices in

FUNDAMENTAL 20 Credits	CORE 86 Credits	ELECTIVE Choose 134 Credits
• 115789 Sustain oral interaction across a wide range of contexts and critically evaluate spoken texts, NQF 05 (5 credits)	• 15227 Conduct skills development administration in an organisation, NQF 04 (4 credits)	an organisation, NQF 05 (10 credits)
• 115791 Use language and communication strategies for vocational and occupational learning, NQF 05 (5 credits)	• 123396 Define target audience profiles and skills gaps, NQF 04 (6 credits)	• 119665 Demonstrate understanding of the concept of human rights and democracy and its application in society, NQF 05 (12 credits)
• 115790 Write and present for a wide range of purposes, audiences and contexts, NQF 05 (5 credits)	• 15237 Build teams to meet set goals and objectives, NQF 05 (3 credits)	• 114925 Manage learner information using an information management system, NQF 05 (4 credits)
	• 115753 Conduct outcomes-based assessment, NQF 05 (15 credits)	• 11906 Manage the design, development and review of a human resource information system, NQF 05 (3 credits)
	• 114924 Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework, NQF 05 (5 credits)	• 252041 Promote a learning culture in an organisation, NQF 05 (5 credits)
	• 123397 Evaluate a learning intervention using given evaluation instruments, NQF 05 (10 credits)	• 12140 Recruit and select candidates to fill defined positions, NQF 05 (9 credits)
	• 117871 Facilitate learning using a variety of given methodologies, NQF 05 (10 credits)	• 10146 Supervise a project team of a developmental project to deliver project objectives, NQF 05 (14 credits)
	• 123398 Facilitate the transfer and application of learning in the workplace, NQF 05 (5 credits)	• 15218 Conduct an analysis to determine outcomes of learning for skills development and other purposes, NQF 06 (4 credits)

FUNDAMENTAL 20 Credits	CORE 86 Credits	ELECTIVE Choose 134 Credits
	• 117874 Guide learners about their learning, assessment and recognition opportunities, NQF 05 (6 credits) • 15233 Harness diversity and build on strengths of a diverse working environment, NQF 05 (3 credits) • 10294 Identify and respond to learners with special needs and barriers to learning, NQF 05 (10 credits) • 15221 Provide information and advice regarding skills development and related issues, NQF 05 (4 credits)	• 117856 Define standards for assessment, education, training, and development, NQF 06 (8 credits) • 117858 Design and develop qualifications for assessment, education, training and development, NQF 06 (6 credits) • 123400 Evaluate and promote education training and development (ETD) providers, services and products for organisational use, NQF 06 (5 credits) • 123394 Develop outcomes-based learning programmes, NQF 05 (10 credits) • 123401 Design outcomes-based learning programmes, NQF 06 (15 credits) • 115755 Design and develop outcomes-based assessments, NQF 06 (10 credits) • 115759 Conduct moderation of outcomes-based assessments, NQF 06 (10 credits)

FUNDAMENTAL 20 Credits	CORE 86 Credits	ELECTIVE Choose 134 Credits
		• 15217 Develop an organisational training and development plan, NQF 05 (6 credits)
		• 15232 Coordinate planned skills development interventions in an organisation, NQF 05 (6 credits)
		• 10171 Manage the capture, storage and retrieval of human resources information using an information system, NQF 05 (3 credits)

26. Course structure: NQF 06

National Certificate: Occupationally Directed Education, Training and Development Practices, NQF 06, SAQA ID 50331 (145 credits)

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

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 05.

Accreditation status
The programme is approved by the ETDP SETA ETQA.

Rules relating to assessment, academic credit, progression and qualification
Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the ETDP SETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue

with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

Curriculum

FUNDAMENTAL 20 Credits	CORE 80 Credits	ELECTIVE 45 Credits
• 10301 Complete a research assignment, NQF 06 (20 credits)	• 115753 Conduct outcomes-based assessment, NQF 05 (15 credits) • 114924 Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework, NQF 05 (5 credits) • 123397 Evaluate a learning intervention using given evaluation instruments, NQF 05 (10 credits) • 117871 Facilitate learning using a variety of given methodologies, NQF 05 (10 credits) • 117874 Guide learners about their learning, assessment and recognition opportunities, NQF 05 (6 credits) • 15221 Provide information and advice regarding skills development and related issues, NQF 05 (4 credits)	• 123394 Develop outcomes-based learning programmes, NQF 05 (10 credits) • 115759 Conduct moderation of outcomes-based assessments, NQF 06 (10 credits) • 115755 Design and develop outcomes-based assessment, NQF 06 (10 credits) • 123401 Design outcomes-based learning programmes, NQF 06 (15 credits) • 123391 Develop education, training and development (ETD) policies and procedures for an organisation, NQF 06 (12 credits)

FUNDAMENTAL 20 Credits	CORE 80 Credits	ELECTIVE 45 Credits
	• 15218 Conduct an analysis to determine outcomes of learning for skills development and other purposes, NQF 06 (4 credits) • 117856 Define standards for assessment, education, training, and development, NQF 06 (8 credits) • 123392 Design and develop instruments to evaluate education, training and development, NQF 06 (12 credits) • 15217 Develop an organisational training and development plan, NQF 05 (6 credits)	

27. Other qualifications offered by Edutel

Edutel's sister companies offer the following qualifications:
- Further Education and Training Certificate: New Venture Creation, SAQA ID 66249, NQF 04
- Further Education and Training Certificate: Generic Management, SAQA ID 57712, NQF 04
- Further Education and Training Certificate: Marketing, SAQA ID 67464, NQF 04
- Further Education and Training Certificate: Business Administration Services, SAQA ID 61595, NQF 04
- Further Education and Training Certificate: Occupationally-Directed Education, Training and Development, SAQA ID 50332, NQF 04
- Further Education and Training Certificate: Generic Management specialising in School Governing Bodies, SAQA ID 57712, NQF 04
- Further Education and Training Certificate: Youth Development, SAQA ID 57428, NQF 04
- National Certificate: Occupationally-Directed Education, Training and Development Practices, SAQA ID 50334, NQF 05
- General Education and Training Certificate: Adult Basic Education and Training, SAQA ID 71751, NQF 01
- National Certificate: Wholesale and Retail Operations, SAQA ID 58206, NQF 02
- National Certificate: Wholesale and Retail Operations: Chain store operations, SAQA ID 58206, NQF 02
- National Certificate: Wholesale and Retail Operations: External merchandising operations, SAQA ID 58206, NQF 02
- National Certificate: Wholesale and Retail Operations: Wholesale Operations, SAQA ID 58206, NQF 02
- National Certificate: Service Station Operations: Forecourt Attendant, SAQA ID 62709, NQF 02
- National Certificate: Wholesale and Retail Sales Practices, SAQA ID 48764, NQF 03
- National Certificate: Wholesale and Retail Operations, SAQA ID 63409, NQF 03
- National Certificate: Wholesale and Retail Operations: Stock control in a distribution centre, SAQA ID 63409, NQF 03
- National Certificate: Wholesale and Retail Operations: Stock control in a retail/wholesale outlet, SAQA ID 63409, NQF 03
- National Certificate: Wholesale and Retail Operations: Cash control, SAQA ID 63409, NQF 03
- National Certificate: Wholesale and Retail Operations: Wholesale sales, SAQA ID 63409, NQF 03
- National Certificate: Wholesale and Retail Operations: Retail sales, SAQA ID 63409, NQF 03
- National Certificate: Wholesale and Retail Operations: Forecourt Supervision, SAQA ID 63409, NQF 03
- National Certificate: Wholesale and Retail Operations: Sales and preparation of perishable foods, SAQA ID 63409, NQF 03

- National Certificate: Informal Small Business Practices, SAQA ID 58308, NQF 03
- National Certificate: Wholesale and Retail Operations Supervision, SAQA ID 49397, NQF 04
- National Certificate: Wholesale and Retail Credit Control, SAQA ID 49396, NQF 04
- Further Education and Training Certificate: Generic Management: Wholesale and Retail Management, SAQA ID 57712 (63333), NQF 04
- Further Education and Training Certificate: Generic Management: Service Station Site Management, SAQA ID 57712 (66309), NQF 04
- National Certificate: Wholesale and Retail Buying Planning, SAQA ID 59299, NQF 05
- National Certificate: Generic Management: Wholesale and Retail Management, SAQA ID 59201, NQF 05
- Occupational Certificate: Retail Manager: Retail Store Manager, SAQA ID 91789, NQF 06

Edutel also offers a wide range of skills programmes.
Please contact us for more information.

28. Code of Conduct

"Edutel is an organisation that realises that when serving its customers through its employees, product and services, it will be confronted with instances where value-based decisions have to be made and judgements required as to what is an ethical business practice or ethically acceptable action. For this reason the management of Edutel wishes to commit the organisation and all its resources to ethically and morally defendable behaviour in all its operations and in all interactions with its constituents at all times."

A.B. Pelser
Chief Executive Officer

Vision Statement
The company wants to establish itself internationally and in South Africa as a leader in skills development in ways that subscribe to National Skills Initiatives, address the training needs of clients, redress skills imbalances and are mutually beneficial to the company and its clients.

Mission Statement
Our mission is to add value to our customers' business by being their most preferred training provider, offering them quality assured training interventions that lead to achieving national qualifications or credits, effectively address skills gaps and are value-adding, and achieving all this through exceptional customer satisfaction and long-term relationships.

Ethics

Attending instructional learning
It is expected of learners who are scheduled to attend formal instructional learning sessions to ensure that they arrive at the designated venue on time, bringing along all relevant materials and associated equipment to ensure that they are well prepared to attend and benefit from the instructional interventions.

Roll-out plans and training schedules
Learners must ensure that they have in their possession a copy of their learning schedule (roll-out plans) and that they strictly adhere to the locations, times and dates as set out in these schedules unless otherwise informed in writing by Edutel, or any of its authorised constituents, of changes made to such schedules. Only changes communicated in writing are considered valid, and learners should not adhere to any verbal instructions concerning scheduled changes.

Participation in instructional learning
Learners are expected to participate in all activities and discussions taking place during

instructional learning sessions. Learners should appreciate these opportunities and at all times, utilise such learning opportunities to their advantage.

Conduct towards co-learners and facilitators
Learners are expected to respect the dignity of their co-learners and facilitators. Their behaviour towards other learners and facilitators should always be civilised, courteous and supportive. Foul language, disrespect and a discriminatory attitude towards any other learner or facilitator will not be tolerated and will be dealt with in the strictest possible manner.

Dress code
Learners are expected to ensure that their personal appearance and dress code conform to acceptable norms, are not offensive and do not detract from the professional image that is projected by Edutel, co-learners and employer organisations.

Employer relations
Learners should recognise that, when attending training interventions under instructions from their employers, such attendance is treated under the same employment terms and conditions of work as applied by their employers, at their respective places of work. They remain employees of the employer organisation, irrespective of where instructional learning takes place and, as such, they are held accountable to conduct themselves as their employers expect them to behave when at their places of work.

Workplace learning and assessments
Learners are expected to apply themselves as diligent, motivated and productive employees while performing their duties in their workplaces. They should understand that their workplaces are extensions of the instructional learning components and that they must utilise every opportunity at the workplace to apply their learning and, in so doing, develop their knowledge, skills and experience. Learners should actively and positively participate in all assessments and ensure that all assessments are conducted in a fair and just manner.

Assessments and proof of competence
Learners are expected to provide proof of competence through recognised assessment and moderation procedures and instruments. It is expected of learners to fully participate in these activities and to ensure that all evidence submitted as proof of their competence is a true and accurate reflection of their own ability and skills, and that no part of any evidence can be claimed to present the efforts of another person in whatever capacity or association with the learner. Learners are expected to demonstrate extreme honesty and integrity in these matters.

Use of facilities
Learners are expected to use all physical facilities, including furniture and equipment, with utmost care and respect and to refrain from any wilful acts of vandalism, abuse or negligence.

Appeals procedure

Learners who are not satisfied with the manner in which their learning efforts have been assessed are required to utilise Edutel's appeals procedure and to refrain from trying to resolve such matters in other ways.

Communication

Learners are encouraged to communicate with Edutel and its employees using recognised channels of communication established for such purposes. These channels include personal contact, written (fascimile, letter or e-mail) or telephonic communication. Learners are expected to resolve any issues with Edutel directly and not to use intermediaries to address such matters.

GRIEVANCE POLICY FOR EDUTEL SKILLS DEVELOPMENT

Purpose

The purpose of this policy is to formulate the values and philosophy of Edutel when dealing with grievances of its learners.

Objectives

The objectives of this policy is to:
• establish a fair process for learners to air their grievances;
• provide a mechanism for dealing with learner grievances in order to protect learner morale and motivation;
• maintain sound and effective working relationships in the organisation.

Scope

This policy is applicable to all categories of learners attending training interventions offered by Edutel.

Policy statements

All learners may lodge grievances without any fear of victimisation or prejudice.
All grievances are to be handled with the utmost discretion and with the dignity and privacy of learners in mind.
Grievances shall be settled as speedily and effectively as possible.
This policy deals with individuals' grievances and grievances in small groups.
The Human Resources Manager or his/her delegate acts as advisor to both parties in the grievance investigation.
The policy does not replace normal communication between learners and Edutel and should therefore be utilised in cases where informal communication has been exhausted or is clearly inappropriate.

Learners have the right to be assisted by a co-learner of their choice at any stage of the procedure.
The grievance must be raised within five working days of the occurrence that gave rise to it, failing which, unless special circumstances exist, the learner will have no resource to the grievance procedure.

Revision
This policy to be revised after two years from date of acceptance.

Responsibility
This policy is the responsibility of the Training Quality Assurance Committee of Edutel.

GRIEVANCE PROCEDURE FOR EDUTEL

Phase 1
The learner must orally communicate the grievance directly to the Edutel Project Manager responsible for the particular learning programme. The learner must indicate that he/she is lodging a formal grievance.

The Edutel Project Manager must:
• listen in private to the learner's problem
• encourage the learner to speak openly about his/her grievances;
• give the learner the assurance that he/she will not be victimised;
• ask relevant questions to obtain all facts relating to the grievance;
• respect the need for confidentiality;
• endeavour to resolve the problem as soon as possible and furnish the learner with an answer within three working days from the date that the grievance was raised.

Phase 2
If a learner is not satisfied with the result of the above:
An official grievance form must be completed and handed to the Edutel Project Manager. This must take place within three working days of the Edutel Project Manager informing the learner of the outcome of phase 1.

Upon receipt of the grievance form, the Edutel Project Manager, after consultation with the learner, must communicate the outcome to the learner in writing within three working days from the purpose of solving the grievance.
If the learner's grievance is not settled to his/her satisfaction, the parties will proceed to the next phase.

Phase 3

The grievance form is handed to Edutel's Human Resource Manager who, within three days of receiving the form, arranges a grievance investigation, which will involve the following people:
• The learner
• Witnesses (if any)
• Edutel Project Manager
• Human Resource Manager.

During the investigation an effort must be made to settle the grievance and Edutel's Human Resource Manager must comment, in writing, regarding his/her finding within three working days of the grievance investigation having been completed.

If the learner is not satisfied with the findings of the grievance investigation, the parties proceed to Phase 4.

Phase 4

The learner must make use of any appropriate statutory dispute-settling mechanisms as defined in the Labour Relations Act, unless otherwise agreed upon by the learner and Edutel.

Assessment requirements

Knowledge questionnaire

A detailed Portfolio of Evidence, the contents of which indicate your practical, foundational and reflexive competence.

In other words you prove that:
• you can do it;
• you know why you are doing it that way;
• you are able to apply your actions to other similar situations.

You are given templates which will assist you in building your Portfolio of Evidence.

CONTACT DETAILS

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