EDUTEL

SKILLS DEVELOPMENT

SETTING THE PACE IN SKILLS DEVELOPMENT

- Fully accredited
- NQF aligned
- We operate internationally
- Offices nationwide

Welcome to EDUTEL: Your one-stop educational service

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

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

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

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

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

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

These successes are the result of EDUTEL's sound organisational and administrative structure, its extended academic networks and access to the best and biggest variety of venues through sound collaboration, its infrastructure and, therefore, its ability to identify specific needs in the workplace and the greater South African and international labour market.

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1 Names of Directors, Chief Executive and Senior Management

Directors:	Andries Pelser Oscar Stephen Bashing Jolene Pillay
Chief Executive Office:	Andries Bernadus 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
Dladla, TE	B. Ed Honours, B. Com, Further Diploma in Education
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
Finger, TW	Sen. Prim Teachers Dip. B. Tech. Education Management, M. Tech Education, Assessor
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
Kunene, PF	Diploma Higher Education, OBE, B. Ed Education Management, Assessor
Lekomanyane, S	Lekomanyane, S - M. Ed. Management, B. Tech Education Management, University Diploma in Education Secondary Technical, Advanced ICT for Teachers, NCS Mathematics
Lubbe, D	ETDP
Luus, F	HOD, B. Tech., National Diploma in Electrical Engineering, Assessor, Moderator,Facilitate a learning programme, Plan a learning programme
Mahlaba, B J	BA History & Biblical Studies, Higher Diploma in Education, B. Ed. Hons – Management and Leadership, Assessor
Mahlangu, NL	Sen. Prim. Teachers Diploma, B. Ed. Hons Special Needs, Certificate in ComputerLiteracy, Assessor, Moderator
Masia, TV	Masia, TV - Jun. Teachers Dip., B. Technology in Management, B. Ed. Honors Education Management, Law & Policy, Assessor
Masinga, S	M. Ed. Management, Hon. Deg. Education Management, Junior Deg. Education Management, FDE Education Management, Primary Teachers Diploma, OD ETDP, NC Level
Mbanjwa, HT	Sen. Prim. Teachers Diploma, HDE, Bachelor of Education (Honours Degree), Higher Certificate in ABET, ACE: School Management and Leadership
Mncwabe, JB	Primary Teachers Certificate, Dip. English Language, Further Diploma Education, Secondary Education Certificate, Certificate for Overseas Teachers of English
Mthembu, TTM	Sec. Teachers Diploma, BA Pedagogics, BA Ed. M. Ed.
Prinsloo, C	BA (Hons), HED, ACE, Advance Project Manager, PHD
Rehman, DS	Masters in Education, B. Education (Hons) Cum Laude, Assesso
Sethotse, EB	Senior Primary Teachers Diploma, Further Diploma in Education, Computer Literacy, B.Ed Management in Education, Assessor, Moderator
Sithole, B.E.	B.Ed. Management, Further Diploma in Education
Schoultz, KB	ND: Management, SDF, Assessor, Moderator

Seaman, PM	HOD, FDE, Assessor
Dr Soman, RB	Dip in Education, BA Social Science, BA (Hon) Psychology, Dip. Industrical Relations, Trainers Certificate ABET, Assessor
Swart, P	BA (Hons), MBA, BA (Prom).
Theron, C	B.Com degree, B. Com. (Hons), MCom Marketing Management
Van der Schyf, A	Assessor, Moderator
Van der Schyyf, M	Industry Electronics, NQF 4 Ladies/Gents Hairdressing, NQF 3 Diploma: Advanced Make-Up, ND: OD-ETDP NQF 5, NC: OD-ETDP NQF 6
Wepener, M	HED
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 and training, skills development and marketing services. The first Edutel company started off in 1999 and in 2023 Edutel celebrates 24 years of excellence in the field of education and training.
- Edutel Skills Development (Pty) Ltd is fully accredited with the ETDP SETA – Provider 0394.
- All our programmes are approved by the ETDP SETA ETQA.
- We are also a member of APPETD.

WHAT WE OFFER

Edutel offers fourteen different Wholesale and Retail qualifications on levels 01-06 and various skills programmes. We also cater for the convenience store industry.

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 registered with the ETDP SETA. 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 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 theprocess of evidence gathering: thecandidate 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.

1. Competent – Assessor records results and submits candidate's evidence for moderation.
2. 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.

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.

LEARNERSHIPS

Duration: Learnership at NQF 01 – 12 months
Learnership at NQF 02 – 12 months
Learnership at NQF 03 - 12 months
Learnership at NQF 04 - 12 months
Learnership at NQF 05 - 12 months
Learnership at NQF 06 - 24 months

Fees: See Insert

WHEN CAN I REGISTER?

Anytime 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 of the 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 (Fundi). 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.

STUDENTS 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.

EDUTEL ONLINE (ADDITIONAL SUPPORT)

Learners and clients will be able access Edutel's online learning management system, Edutel Online as well as be able to download the Edutel Online App onto their smartphones which will give them access to a great variety of resources such as:

- Computer Literacy Course
- Study Methods Course
- English Proficiency Programme
- Access to chatroom to talk to Facilitators and Assessors
- Access to communicate with various role players at Edutel such as the Project Department, Assessment Department etc.
- Learner online support
- Access to learning material – online
- Online library service
- Mentor support
- Reports on projects to clients via Edutel Online
- And many more advantages

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 test, 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. 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 that 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 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 ongoing 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 area 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).

Education, Training and Development Practitioner

More about the Practitioner

Who are you?	What do you do?
Learning Mediator	Conduct research
Outcomes Interpreter	Facilitate skills development
Learning Programme Developer	Review occupational ethics and values
Leader	Develop curricula
Manager	Develop learning programmes
Administrator	Facilitate learning
Scholar	Conduct assessment
Researcher	Undertake moderation
Life-long learner	Support learners
Community member	Manage learning programmes
Assessor	Evaluate skills development initiatives
Subject matter expert	Conduct formal quality assurance audits
Needs Analyst	Analyse your learners' needs
Evaluator	Evaluate learning material

Member of APPEDT
Fully Accredited ETDP SETA: ETDP 0394

How can you learn to fulfil these roles?
Read on …

EDUTEL in a nutshell

Our programmes are aimed at providing appropriate theoretical and practical training interventions to enable individuals to effectively execute the various roles of ETD practitioners.

HOW THE TRAINING PROCESS WORKS

- Register for training at one of the venues nationwide.
- Complete the learning programme over the required number of days.
- Write the knowledge test within two months of completing the training.
- Complete the Portfolio of Evidence within the required time frame.
- Submit the portfolio for assessment.
- Successful candidates' results are submitted to the ETDP SETA.
- Certificates of Competence are issued to competent learners.
- All NQF credits for competent learners are registered on the National Learner
- Records Database (NLRD) for future reference, and learners are awarded the credits for further training in future.

Experienced facilitators conduct the workshops, and the theoretical components are further enhanced by the introduction of practical examples of the different tasks to be covered.

MANUALS AND OTHER MATERIALS ARE ALL
CUSTOMISED FOR DISTANCE LEARNING

please visit our website:

http://www.edutel.co.za

6 Facilitating skills development in the workplace

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

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: oneday 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.

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-toone 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. 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.

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 fourdays, 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 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.

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

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 programe/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

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

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 Further Education and Training Certificate:

OCCUPATIONALLY-DIRECTED EDUCATION, TRAINING AND DEVELOPMENT PRACTICES, NQF 04, SAQA ID 50332 (120 CREDITS)

WHY DO THIS QUALIFICATION?

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

- ETD Coordinators
- Entry-level trainers
- Junior Training Officers
- Training Administrators.

Learners of this qualification will be able to:

- prepare for and facilitate learning;
- provide learner support;
- carry out administration related to learning;
- contribute to Human Resource Management Practices.

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

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

WHO WOULD HAVE THIS QUALIFICATION?

This is an entry-level qualification, and the first in a series which leads to level 05 and 06 qualifications for those who want to enter the field of Education, Training and Development (ETD). Learners of this qualification will have the opportunity to build on this qualification via the certificate or diploma in OD-ETDP at level 05. This qualification provides a means to give recognition to practitioners at an entry-level, thus making it possible for practitioners to increase their employment prospects, and at the same time provide a means whereby organisations can appoint practitioners in line with proven competencies. Education, Training and Development is also a priority area within the South African context and is supported by legislation, national policies and strategies. In order to meet the ETD requirements of the workplace, within the context of a quality assured environment and processes, it is important to be able to identify and recognise competent ETD practitioners at various levels.

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

WHAT ENTRY REQUIREMENTS MUST I FULFIL?

- Subject matter expertise in which you will provide education and training.
- Communication at NQF level 03 or equivalent.
- Mathematical Literacy at NQF level 03 or equivalent.

WHAT EXIT-LEVEL OUTCOMES WILL I HAVE ACHIEVED?

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

QUALIFICATION RULES/COMMUNICATIONS

Learners are required to achieve 20 credits from Communication at NQF level 04 and 20 credits in a second language at a minimum of NQF level 03.

HOW LONG WILL I BE BUSY?

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

OTHER GOOD NEWS

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

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.

FUNDAMENTALS

Learners are required to do Communication at a first-language and a second-language level. All level-03 Communication unit standards relate to a second language and level 04 to a first language. Learners with a grade 12 certificate with a pass in a first and second language or mathematics can apply for RPL.

CURRICULUM

FUNDAMENTAL 56 Credits	CORE 42 Credits	ELECTIVE 26 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 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) • 119471 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) • 119459 Write/present/sign for a wide range of contexts, NQF 04 (5 credits)	• 123393 Carry out course administration, NQF 03 (3 credits) • 117877 Perform one-toone training on the job, NQF 03 (4 credits) • 117865 Assist and support learners to manage their learning experiences, NQF 04 (5 credits) • 117870 Conduct targeted training and development using given methodologies, NQF 04 (10 credits) • 123396 Define target audience profiles and skills gaps, NQF 04 (6 credits) • 12544 Facilitate the preparation and presentation of evidence for assessment, NQF 04 (4 credits) • 10294 Identify and respond to learners with special needs and barriers to learning, NQF 05 (10 credits)	• 7389 Help learners with language and literacies across the curriculum, NQF 04 (12 credits) • 263976 Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework, NQF 05 (5 credits) • 12140 Recruit and select candidates to fill defined positions, NQF 05 (9 credits) • 114215 Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path, NQF 04 (3 credits)

17 Further Education and Training Certificate:

GENERIC MANAGEMENT - SPECIALISATION IN SCHOOL GOVERNING BODIES, NQF 04, SAQA ID 57712 (150 CREDITS)

WHY DO THIS QUALIFICATION?

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 andvalues 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 objective;
- 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 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 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 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	• 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) • 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)	Specialisation in School Governing Bodies • 260357 Prepare and monitor the budget of a school, NQF 04 (12 credits) • 242812 Induct a member into a team, 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) • 242818 Describe the relationship of junior management to other roles, NQF 04 (5 credits) • 11473 Manage individual and team performance, NQF 04 (8 credits) • 117156 Interpret basic financial statements, NQF 04 (4 credits) • 120385 Apply a range of project management tools and techniques, NQF 04 (7 credits) • 260277 Administer school assets, NQF 04 (12 credits)

18 Further Education and Training Certificate:

YOUTH DEVELOPMENT, NQF 04, SAQA ID 57428 (146 CREDITS)

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

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

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

WHEN YOU HAVE COMPLETED THE QUALIFICATION YOU WILL BE ABLE TO:

- develop and empowering themselves for youth development practice;
- assessing specific community needs and responses for youth development interventions;
- build and maintaig relationships with all relevant stakeholders for various purposes of youth development;
- facilitate the development of young people to realise their potential;
- facilitate processes for various youth development purposes;
- contribute effectively to national youth development initiatives;
- implement youth development projects for sustainability.

ENTRANCE REQUIREMENTS AND/OR LEARNING ASSUMED TO BE IN PLACE

Communication, Mathematical Literacy and Life skills at NQF Level 03.

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 56 Credits	CORE 80 Credits	ELECTIVE Choose 10 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) • 119462 Engage in sustained oral/signed communication and evaluate spoken/signed texts, NQF 04 (5 credits) • 119461 Make and motivate judgements on selected literary texts, NQF 04 (5 credits) • 119469 Read/view, analyse and respond to a variety oftexts, NQF 04 (5 credits) • 12153 Use the writing process to compose texts required in the business environment, NQF 04 (5 credits)	• 120385 Apply a range of project management tools and techniques, NQF 04 (7 credits) • 115587 Collect and present community needs information, NQF 04 (8 credits) • 110057 Conduct a selfevaluation of own progress and development, NQF 04 (2 credits) • 110056 Conduct advocacy campaigns and workshops in development practice, NQF 04 (12 credits) • 113965 Demonstrate and apply knowledge of role and responsibility of national government in South Africa, NQF 04 (6 credits) • 119662 Describe the relevance of human rights and democratic practices in South African society, NQF 04 (8 credits) • 230447 Describe youth development paradigms, NQF 04 (6 credits) • 120382 Plan, organise and support project meetings and workshops, NQF 04 (4 credits)	• 110497 Identify and explain the purpose of integrated development planning (IDP), NQF 04 (4 credits) • 110478 Demonstrate a knowledge and understanding of a range of research methodologies to undertake local economic development research, NQF 04 (4 credits) • 110475 Demonstrate and apply a knowledge and understanding of the basic economic concepts central to local economic development, NQF 04 (6 credits) or • 114478 Conduct basic lay counselling in a structured environment, NQF 04 (15 credits)

FUNDAMENTAL 56 Credits	CORE 80 Credits	ELECTIVE Choose 10 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) • 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems, NQF 04 (6 credits)	• 120379 Work as a project team member, NQF 04 (8 credits) • 15238 Devise and apply strategies to establish and maintain relationships,NQF 05 (3 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)	

19 National Certificate:

OCCUPATIONALLY-DIRECTED EDUCATION, TRAINING AND DEVELOPMENT PRACTICES, NQF 05, SAQA ID 50334 (120 CREDITS)

WHY DO THIS QUALIFICATION?

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

- learning facilitators
- assessors
- learners and learning supporters
- skills development facilitators.

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

- design and develop learning interventions;
- facilitate learning;
- design and conduct assessments;
- support learners and learning;
- evaluate learning interventions and conduct self-evaluation;
- facilitate skills development.

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

- given Quality Assurance Policies, Procedures and Processes;
- a guided and supported learning environment.

WHO WOULD HAVE THIS QUALIFICATION?

The development of skills within and for the workplace is a priority within South Africa, as supported by legislation, national policies and strategies. Much of the needed skills development is carried out by people who have knowledge and skills within their areas of expertise, but lack the required skills in relation to ETD. Many of the skills development objectives, nationally and within companies and organisations, are met through the efforts of ETD practitioners operating at NQF level 05, and this certificate addresses the key competencies of such practitioners.

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

This qualification will provide a means to recognise OD-ETD practice at Level 05 across all the roles in a generalist capacity, with particular application possible in at least one role. Practitioners who wish to extend their skills in ETD to cover further ETD roles may progress from this certificate to the Diploma OD-ETDP, Level 05.

WHAT ENTRY REQUIREMENTS MUST I FULFIL?

Subject matter expertise in which you will provide education and training at a level required to engage meaningfully in ETD within that field.

- FETC or equivalent.
- Further learning assumptions are specified within the associated unit standards where required.

WHAT EXIT-LEVEL OUTCOMES WILL I HAVE ACHIEVED?

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

HOW LONG WILL I BE BUSY?

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

OTHER GOOD NEWS

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

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 10 Credits	CORE 61 Credits	ELECTIVE Choose 49 Credits
• 115789 Sustain oral interaction across a wide range of contexts and critically evaluate spoken texts, NQF 05 (5 credits) • 115790 Write and present for a wide range of purposes, audiences and contexts, NQF 05 (5 credits)	• 117865 Assist and support learners to manage their learning experiences, NQF 04 (5 credits) • 123396 Define target audience profiles and skills gaps, NQF 04 (6 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)	• 15232 Coordinate planned skills development interventions in an organisation, NQF 05 (6 credits) • 15217 Develop an organisational training and development plan, NQF 05 (6 credits) • 123394 Develop outcomes-based learning programmes, NQF 05 (10 credits) • 115759 Conduct moderation of outcomesbased assessments, NQF 06 (10 credits) • 115755 Design and develop outcomes-based assessments, NQF 06 (10 credits) • 123401 Design outcomes-based learning programmes, NQF 06 (15 credits) • 123400 Evaluate and training and development (ETD) providers, services and products for organisational use, NQF 06 (5 credits) • 10294 Identify and respond to learners with special needs and barriers to learning, NQF 05 (10 credits) • 252041 Promote a learning culture in an organisation, NQF 05 (5 credits) • 15218 Conduct an analysis to determine outcomes of learning for skills development and other purposes, NQF 06 (4 credits)

20 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 WOULD 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) • 115789 Sustain oralinteraction across a wide range of contexts and critically evaluate spoken texts, NQF 05 (5 credits) • 115791 Use language and communication strategies for vocational and occupational learning, NQF 05 (5 credits) • 115790 Write and present for a wide range of purposes, audiences and contexts, NQF 05 (5 credits)	• 117865 Assist and support learners to manage their learning experiences, NQF 04 (5 credits) • 15227 Conduct skills development administration in an organisation, NQF 04 (4 credits) • 123396 Define target audience profiles and skills gaps, NQF 04 (6 credits) • 123396 Define target audience profiles and skills gaps, NQF 04 (6 credits) • 123396 Define target audience profiles and skills gaps, NQF 04 (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) • 119665 Demonstrate understanding of the concept of human rights and democracy and its application in society, NQF 05 (12 credits) • 114925 Manage learner information using an information management system, NQF 05 (4 credits)

FUNDAMENTAL 20 Credits	CORE 86 Credits	ELECTIVE Choose 134 Credits
	• 15237 Build teams to meet set goals and objectives, NQF 05 (3 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) • 123398 Facilitate the transfer and application of learning in the workplace, NQF 05 (5 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)	• 11906 Manage the design, development and review of a human resource information system, NQF 05 (3 credits) • 252041 Promote a learning culture in an organisation, NQF 05 (5 credits) • 12140 Recruit and select candidates to fill defined positions, NQF 05 (9 credits) • 10146 Supervise a project team of a developmental project to deliver project objectives, NQF 05 (14 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) • 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) • 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)

SKILLS PROGRAMME: WORK BASED LEARNING AND DEVELOPMENT PRACTITIONER, NQF 5 -SKILLS PROGRAMME ID: SP-220322 (30 CREDITS)

Note: Learners will have to prove competence in the foundation learning programme before they will be certified by the QCTO. Please see information regarding FLC on page 14.

WHY DO THIS QUALIFICATION?

A Work Based Learning and Development Practitioner plans for, conducts and administers work-based learning interventions. This skills programme recognises the need for qualified practitioners that are competent in planning and facilitating work-based learning interventions. Within the scope of human development there is justifiable space for Work Based Learning and Development Practice, because of the nature of the context within the South African environment which favours skills development on the BEE score card. Companies stand to gain incentives and favourable tax gains because of the extent to which a company invests in its workers and works towards the improvement of their skills and competencies. Work Based Learning and Development Practitioners can assist in this process. Employers may participate in a grant disbursement scheme which encourages workplace learning, this is better coordinated by a qualified Work Based Learning and Development Practitioner to maximise on the opportunity and build human capacity for economic advancement. There is no similar skills programme registered on the NQF. Qualified Practitioners will be able to support workplaces and learners with the implementation of work experience components of learnerships, internships and apprenticeships and support organisational growth and career development in general. Society will benefit because existing employees and incoming new employees will be supported to reach potential, grow and develop for the retention of skills and growth of the economy. Typical learners include post school learners and college graduates on NQF Level 4 or equivalent with an interest in human development.

ENTRY REQUIREMENTS

NQF Level 4 with Communication

LEARNING ASSUMED TO BE IN PLACE

Recognition of Prior Learning (RPL):

- Learners may gain access to the skills programme through RPL for Access as provided for in the QCTO RPL Policy. RPL for access is conducted by an accredited institution, skills development provider or workplace accredited to offer that specific skills programme.
- Learners who have already acquired competencies of modules/topics of a skills programme may be exempted from those through RPL. Such learners will be awarded credits towards the skills programme. Gap training to be completed as identified in this process.
- Learners who complete this skills programme may accumulate credits towards the relevant full or part qualification

QUALIFICATION RULES

This qualification is made up of the following compulsory Knowledge and Practical Skills Modules:

Knowledge Modules:

- 22401001-KM-04, Facilitation of learning in an occupational context, NQF Level 5, Credits 8
- 42401001-KM-07, Work based learning, NQF Level 5, Credits 6

Total Credits: 14

Application component:

- 242401001-PM-05, Facilitate experiential work-based learning, NQF Level 5, Credits 8
- 242401001-WM-05, Facilitate a work-based learning and development process, NQF Level 5, Credits 8

Total Credits: 16

ACCREDITATION STATUS

This programme is approved by the QCTO.

Our programme consists of the following:

CURRICULUM

	KNOWLEDGE COMPONENT	PRACTICAL COMPONENT	WORKPLACE COMPONENT
Learning unit 1: Overview of Work Based Learning			
Learning unit 2: Preparing for Work Based Learning	Principles and models for facilitation planning and preparation (30%)	Develop an experiential work based learning plan and implementation schedule	Facilitate the implementation of a work based learning and development intervention under the guidance of a subject matter expert
Learning unit 3: Implementing Work Based Learning	Facilitation principles, techniques and tools (50%)	Conduct a task focused learning session	
Learning unit 4: Finalising the Work Based Learning Intervention	Evaluating, reviewing and reporting on facilitation (20%)	Establish a mentorship relationship	

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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 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) • 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)	• 123394 Develop outcomes-based learning programmes, NQF 05 (10 credits) • 115759 Conduct moderation of outcomesbased assessments, NQF 06 (10 credits) • 115755 Design and develop outcomes-based assessment, NQF 06 (10 credits) • 123401 Design outcomesbased learning programmes, NQF 06 (15 credits) • 123391 Develop education, training and development (ETD) policies and procedures for an organisation, NQF 06 (12 credits)

OCCUPATIONAL CERTIFICATE: TRAINING AND DEVELOPMENT PRACTITIONER, SAQA ID 101321 (190 CREDITS)

PURPOSE OF THIS QUALIFICATION

The purpose of this qualification is to prepare a learner to operate as a Learning and Development Practitioner.

A Learning and Development Practitioner plans, writes learning objectives, selects and adapts learning resources required for the delivery of learning interventions, and facilitates learning in an occupational context.

A QUALIFIED LEARNER WILL BE ABLE TO:

- Co-ordinate learning within an occupational context.
- Establish and refine learning and development needs within occupational contexts.
- Conceptualise, plan and implement occupationally relevant learning and development interventions.
- Facilitate learning in a variety of occupational contexts.
- Evaluate the impact of learning and development interventions within an occupational context.

RATIONALE:

The development of the national skills base within South Africa, as supported by legislation, national policies and strategies is an undisputed priority. Equitable human development that supports an inclusive economic growth path, addresses recognised skills shortages and a reduction in high levels of unemployment, will only be achieved through an educated, skilled and capable South African workforce. This qualification is an essential building block in realising these national priorities.

Many of the skills development priorities, nationally and within companies and organisations, are met through the efforts of learning and development practitioners, and this qualification addresss the key competencies of such practitioners.

The qualification will increase the employment prospects of Occupational Learning practitioners, while helping to ensure quality and competence within the Occupational Learning field. The qualification further supports the continued development of key established employment opportunities associated with ccupationally directed education and training, including, skills development facilitation, assessment practitioners and Skills Development Facilitator (SDF) practitioners as part qualifications.

The qualification also places emphasis on the educational strategy that provides learners with real-life work experiences where they can apply knowledge and technical skills, and develop their employability through work based learning. This qualification recognises the need for qualified practitioners that are competent in planning and facilitating work based learning interventions, as a part qualification. This will achieve the need for qualified persons who are able to support workplaces and learners with the implementation of work experience components of learnerships, internships and apprenticeships.

The qualification is designed to meet the competency profile of persons delivering learning and development services, at the interface of the delivery of learning and development services within the occupational qualification framework. This recognises a further need for professional development at higher levels of learning and development research, planning, design and impact assessment.

ENTRANCE REQUIREMENTS AND/OR LEARNING ASSUMED TO BE IN PLACE

Recognition of Prior Learning (RPL): RPL for access to the external integrated summative assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a statement of result or certifying a work experience record. RPL for access to the qualification: Accredited providers and approved workplaces may recognise prior learning against the relevant access requirements.

ENTRY REQUIREMENTS:

Level 4 with Communication.

COURSE STRUCTURE

The programme is approved by the QCTO.

COURSE STRUCTURE

- The NQF Environment in South Africa
- Skills Development Facilitation Practices
- Managing learning and development in an organisation
- Facilitating learning
- Workplace learning
- Coaching and mentoring for workbased learning
- Assessment practices
- Impact evaluation of learning and development

CURRICULUM

MODULE 1: THE NQF ENVIRONMENT IN SOUTH AFRICA (8 CREDITS)			
Learning unit	Knowledge standard	Practical standard	Workplace standard
1. The Statutory Framework and SAQA	• Historic developments • Overview of the legislative framework governing SAQA • SAQA roles and responsibilities • Key SAQA policies and guidelines • Lifelong learning and workplace integrated learning • The National Learner Records Database • The NQF and Level Descriptors • Sub frameworks • Quality Councils and relationship with SAQA • Government structures and departmental roles and functions in skills development		

MODULE 1: THE NQF ENVIRONMENT IN SOUTH AFRICA (8 CREDITS)			
Learning unit	Knowledge standard	Practical standard	Workplace standard
1. The Statutory Framework and SAQA	• SAQA registered qualifications • Statutory and nonstatutory professional bodies and designations		
2. The Occupational Skills Development Environment	• National Skills Development Strategy • Overview of the statutory and regulatory framework - scope and various applications for different role players • National transformational plans, frameworks and initiatives • National Skills Fund • The Quality Council for Trades and Occupations • Sector Education and Training Representative Bodies • Key QCTO policies and guidelines • Learning programmes, delivery models and policies for occupational learning • Foundational Learning Competence • Part Qualifications • The skills delivery environment		
3. Skills Development Funding	• Skills Development Levies Act • Levy payments and their distribution • Mandatory grants • Discretionary grants • Funding incentives		

MODULE 2: SKILLS DEVELOPMENT FACILITATION PRACTICES (32 CREDITS)			
Learning unit	Knowledge standard	Practical standard	Workplace standard
1. Providing information and advice	• Documents, policies and reports related to organisational skills development • Current trends and priorities • The Occupational Learning Framework • Foundational Learning Certificate curricula and qualification documents	• Analyse national statutory documents, policies and reports related to skills development • Compare national trends and priorities to workplace practices and develop a recommendation for learning and development • Prepare and present an information sharing document on the occupational learning framework • Prepare and present an information sharing document on the Foundational Learning Certificate	• Establish the mandatory grant payment requirements and evaluation criteria of a selected SETA and compile a report on compliance criteria and common problems experienced with submission by the SETA • Compile a Workplace Skills Plan that meets the compliance criteria of the selected SETA • Compile a Workplace Implementation • Report that meets the compliance criteria of the selected SETA
2. Conducting ETD Research - an overview	• Research principles and applications		
3. Skills Needs Analysis	• Sources and use of information on competency gaps (skills audit, gap analysis, labour demand and supply forecasting, retention planning, succession planning, talent management, career planning, multi-skilling, risk management) • Various approaches to needs analysis/ assessment (structure, levels, depth, purpose)	• Conduct an analysis to determine key occupational competencies that are required for effective and efficient business processes • Produce a matrix of occupational competencies gaps aligned to specific business process and positions • Conduct an analysis to determine key occupational competencies that are required for effective and efficient business processes	

MODULE 2: SKILLS DEVELOPMENT FACILITATION PRACTICES (32 CREDITS)			
Learning unit	Knowledge standard	Practical standard	Workplace standard
3. Skills Needs Analysis	• Refining learning and development needs (as per strategic objectives, business efficiency, NSD targets, prioritising and weighting) • SNA process	• Produce a matrix of occupational competencies gaps aligned to specific business process and positions	
4. Developing a workplace learning and development plan	• Workplace skills development planning and reporting • The OFO • Data capturing requirements • The organisational L&D Plan • The WSP	• Update the employment profile for Learning and Development requirements • Prioritise and motivate planned learning programs • Consult with stakeholders and finalise the skills development plan (WSP) • Capture the final plan in accordance with statutory workplace skills planning requirements	
5. Implementing the L&D Plan Conducting L&D development and reporting	• Workplace L&D planning and reporting • L&D administration systems • Reporting protocols	• Develop a matrix of providers that can deliver the learning programs and motivate preferred providers • Develop a learning program evaluation and monitoring tool • Draft a provider terms of reference for the delivery of a learning program • Produce a training implementation report that meets statutory requirements • Develop a skills development administration and reporting protocol • Organise and capture skills development records • Produce reports on learning and development as requested by stakeholders	

MODULE 3: MANAGING LEARNING AND DEVELOPMENT IN AN ORGANISATION (28 CREDITS)			
Learning unit	Knowledge standard	Practical standard	Workplace standard
1. Learning and development management concepts	• Principles of management • Functions of management • Cost control and budgeting • Workforce development planning concepts • Personal development concepts • Lifelong learning and continious professional development concepts		• Attend at least two learning and development management meetings and compile a report on key lessons learned during the meeting • Compile a management plan for a learning and development intervention that includes a typical beneficiary profile, a cost analysis, provision for intervention logistics and venues, resources and material lists • Evaluate current quality management practices and compile a report on current practices and recommended areas of improvement • Source and secure a mock contractual agreement on the delivery of learning and development
2. Learning and development ethics	• Importance of ethics within L&D • Organisational and professional ethical practices and concepts • Ethics in professional learning and development practice and reporting • Ethical business values and codes of conduct		

MODULE 3: MANAGING LEARNING AND DEVELOPMENT IN AN ORGANISATION (28 CREDITS)			
Learning unit	Knowledge standard	Practical standard	Workplace standard
3. Communication and reporting	• Communication principles, concepts and practices within varying L&D contexts • Report writing and presentation concepts • Stakeholder communication and relationship management • Dialogue and conversations • Group dynamics		
4. L&D Quality Management	• Quality Management concepts • Quality assurance in a learning and development environment • The L&D QMS • Quality control, compliance, implementation and evaluation • Administration best practices • Quality review • Best practice standards	• Comply with established quality assurance requirements • Given quality management requirements • Develop learning program delivery quality evaluation criteria • Draft learning resources quality evaluation criteria and motivate selection • Compile training provider evaluation criteria, select training providers that meet these requirements and motivate selection • Write logistic quality evaluation criteria and motivate selection	
5. Procurement concepts and practices	• Ethical procurement practices • The process of advertising and sourcing • Best procurement processes and practices • Contractual agreements • B-BBEE enterprise and supplier development provisions	• Given a range of documented examples • Complete a provider/ client mservice level agreement • Complete a learnership or apprenticeship contract • Complete a procuremen tcontract	

MODULE 3: MANAGING LEARNING AND DEVELOPMENT IN AN ORGANISATION (28 CREDITS)			
Learning unit	Knowledge standard	Practical standard	Workplace standard
6. The L&D Management Plan	• Stakeholder requirements of a management plan • Budgeting for an intervention • Intervention planning and coordination concepts • Pertaining to logistics, intervention costs, venue • Format of management plan	• Cost the elements of the learning intervention • Develop a learner profile analysis protocol and procedure • Draft a learning intervention contingency protocol • Develop a learning implementation schedule • Compile a management plan • Compile and structure a management brief on a selected learning and development intervention • Present the management brief and formulate cost and/or strategic benefits	

MODULE 4: FACILITATING LEARNING (28 CREDITS)			
Learning unit	Knowledge standard	Practical standard	Workplace standard
1. Principles and models for facilitation planning and preparation	• Adult learning • Barriers to learning • Facilitation principles, models and theories • Key facilitation concepts • Learning application and internalisation concepts • Best practice facilitation concepts and practices • Occupational curriculum, qualification and learning program outcome analysis	• Plan a process to collect information and administer a baseline needs assessment to determine the level and nature of the learning needs of the target group • Evaluate and collate the information collected into a profile for the target group • Select and motivate a learning intervention that will best serve the profile of the learners and outcomes identified	• Attend at least two learning and development sessions facilitated by a third party and compile a report on key lessons about cooperative learning learned during the sessions • Prepare for and facilitate a knowledge-focused session using appropriate techniques • Prepare for and facilitate a practical-focused session using appropriate techniques

MODULE 4: FACILITATING LEARNING (28 CREDITS)			
Learning unit	Knowledge standard	Practical standard	Workplace standard
	• Target group analysis and learner profiles • Facilitation plans • Facilitation tools and techniques • Learning programme design • Facilitation Guides	• Design a learning programme to meet the needs of the learners • Compile a referral letter for learners who cannot be accommodated due to physical or personal barriers to learning • List all required resources required including venue, materials, equipment • Compile facilitation guidelines for the learning programme • Present the management brief and formulate cost and/or strategic	
2. Facilitation a learning intervention	• Using available technology • Learning aids • Dealing with dysfunctional learner behaviour • managing group work	• Manage and direct learning activities • Manage learner behaviour and group dynamics • Select and use a range of facilitation techniques appropriate to the identified training objective and target audience • Manage the learning environment and resources • Organise and sequence the session within the required timeframe • Use communication skills and technology to suit the target audience	

MODULE 4: FACILITATING LEARNING (28 CREDITS)			
Learning unit	Knowledge standard	Practical standard	Workplace standard
3. Reviewing the facilitation	• Review and evaluation theories • Review models and processes • Best practice reporting and feedback • Recommendations for continual improvement and/or remediation	• Compile a learner evaluation form and use to obtain feedback from learners • Compile an evaluation sheet to review the effectiveness of own facilitation • Consolidate, evaluate and reflect on completed responses on completed responses • Formulate improvement areas and develop an improvement plan • Compile a management report on the learning intervention	

MODULE 5: WORKPLACE LEARNING (36 CREDITS)			
Learning unit	Knowledge standard	Practical standard	Workplace standard
1. Planning for workplace learning	• Competencies and learning outcomes as a basis for workplace learning The Organising Framework of Occupations • Consultation requirements, principles and structures • Employment equity in terms of learning and development • Learning and development priorities in terms of organisational constraints (budget, time, resources) • Documenting learning and development plans • Scheduling workplace learning	• Design an implementation schedule for a specific qualification • Draft learning outcomes for the programme • Compile a program facilitation plan • Gather and select delivery resources	• Attend at least two learning and development planning meetings and compile a report on key lessons learned during the meeting • Compile an implementation plan for a learning and development intervention that includes an implementation schedule, learning outcomes, a facilitation plan • Gather, evaluate and select three examples of knowledge focused learning and development resources for the implementation of the planned learning intervention

MODULE 5: WORKPLACE LEARNING (36 CREDITS)			
Learning unit	Knowledge standard	Practical standard	Workplace standard
			• Gather, evaluate and select three examples of practical learning and development resources for the implementation of the planned learning intervention
2. Sourcing and selection processes	• Evaluation criteria for learning resources • Sources of information • Evaluation and selection of learning programmes • Reporting practices regarding preferred programs	• Evaluate the learning resources against contextual requirement • List and motivate areas for adaptation • Adapt the learning resources • Develop a schedule and guide on the implementation of experiential learning modules	
3. Reporting on workplace learning	• Monitoring and recording achievement of planned deliverables • Evaluation of learning and development	• Compile a report on the workplace learning which took place	

MODULE 5: WORKPLACE LEARNING (36 CREDITS)			
Learning unit	Knowledge standard	Practical standard	Workplace standard
1. Delivery models for workbased learning	• National trends in work based learning • Concepts that define workbased delivery models • Roles and responsibilities in a workbased learning		• Compile an implementation plan for a work based learning and development intervention that includes an analysis of required work based learning opportunities, alignment to production or operational practices, implementation schedule • Prepare for, facilitate and reflect on at least three coaching sessions
2. Planning and scheduling workbased learning	• Workbased learning opportunities • Scheduling concepts • Scheduling learning in a production or services environment	• Analyse the work based learning curriculum elements and the learning outcomes that must be achieved	

MODULE 5: WORKPLACE LEARNING (36 CREDITS)			
Learning unit	Knowledge standard	Practical standard	Workplace standard
		• Schedule work based learning opportunities in consultation with production • Draft a monitoring and evaluation protocol for a work based learning intervention	
3. Coaching as task focused learning	• Task analysis for coaching purposes • Job instruction principles and practices • Job breakdown and design • Coaching best practices and techniques • Coaching processes • Monitoring learner progress • Reporting on the coaching intervention • Review success of coaching as a task focused learning intervention	• Conduct a task analysis, review and specify key competencies embedded in a specific work activity • List and sequence the stages/elements of the work activity • Draft performance goals and standards for the work activity • List resources requirements • Draft a delivery plan for the learning session • Conduct the learning session • Manage learners, the learning environment and resources during the session • Use appropriate communication skills and technology to suit the target audience • Draft an evaluation sheet for a task focused learning session	
4. Mentoring as support during workbased learning	• Concept of mentorship • Mentorship principles • Mentorship practices	• Establish the expectations for the mentorship relationship • Reach consensus on roles and responsibilities • Draft a mentorship framework for key stages and targets to be achieved • Conduct a mentorship session	

MODULE 5: WORKPLACE LEARNING (36 CREDITS)			
Learning unit	Knowledge standard	Practical standard	Workplace standard
5. Evaluating workbased learning interventions and learner progress	• Establishing evaluation tasks • Evaluation criteria and standards • Work based learning evidence • Documentation and reporting standards and requirements	• Evaluate a workbased coaching intervention • Evaluate a mentoring relationship in the workplace	

MODULE 7: ASSESSMENT PRACTICES (20 CREDITS)			
Learning unit	Knowledge standard	Practical standard	Workplace standard
1. Assessment practices, methods and concepts	• Purposes of assessment in HET • Assessment theories • Types of assessment • Summative assessment cycle • Assessment • Assessment practices • Assessment concepts within the QCTO model • Assessment within the HET field QCTO model • Domains of competence • Principles of good assessment practice • Role of moderation in assessment in academic field • Types of assessment (pre-programme, continuous, formative, integrated, summative) • RPL Assessment objectives and practices • Quality Management of assessment		

MODULE 7: ASSESSMENT PRACTICES (20 CREDITS)			
Learning unit	Knowledge standard	Practical standard	Workplace standard
2. Preparing for assessment	• Preparation of assessment • Candidate preparation	• Confirm assessment parameters and learner readiness prior to the assessment • Establish potential barriers to fair assessment and formulate measures to address barriers • Establish the suitability of the assessment environment and availability of assessment resources, logistics and documentation	• Plan for and prepare the candidates for the assessment • Conduct the assessments and record the required evidence • Evaluate the evidence presented and formulate a motivated assessment decision • Prepare for and provide feedback to the candidate and other stakeholders on the assessment • Conduct a quality review of the assessment and compile a motivated feedback report
3. Conduct the assessment	• Sources of evidence • Evidence collection instruments that cover assessment of all learning domains • Evidence collection techniques and tools • Principles of evidence collection and submission • Evidence evaluation • Judgement concepts • Assessment feedback principles and practices • Candidate guidance and support • Clear remedial actions • Inclusive education, • Barriers to assessments, • Special cases • Recording practices for HET	• Actively engage with the candidate in a constructive, unbiased and fair manner • Collect and record evidence, applying best practice time management and communication principles • Assess the evidence for compliance to competency requirements • Formulate a motivated decision on candidate competence as demonstrated over a period of time and provide guidance onremediation when necessary	

MODULE 7: ASSESSMENT PRACTICES (20 CREDITS)			
Learning unit	Knowledge standard	Practical standard	Workplace standard
4. Administering assessments	• Standard assessment documentation management • Rules of certification • Record management practices • Reporting in the academic environment	• Draft a feedback report inclusive of remedial recommendations, where required • Provide feedback to the candidate and reach agreement on remedial actions, where required • Obtain and record feedback from the candidate on the assessment intervention	
5. Assessment Review	• Principles of assessment review • Review techniques	• Review the • assessment process, methods of assessment, instruments and tools against assessment principles and formulate improvement recommendation • Appraise the evidence collected against evidence collection and evaluation principles and formulate improvement recommendation • Reflect on the effectiveness of the assessment and report	

MODULE 8: IMPACT EVALUATION OF LEARNING AND DEVELOPMENT (16 CREDITS)			
Learning unit	Knowledge standard	Practical standard	Workplace standard
1. Principles of L&D impact evaluation	• Purpose of evaluation • Impact evaluation principles • Impact evaluation techniques • Process of evaluation • Roleplayers and stakeholders • Elements to be evaluated		

MODULE 8: IMPACT EVALUATION OF LEARNING AND DEVELOPMENT (16 CREDITS)			
Learning unit	Knowledge standard	Practical standard	Workplace standard
2. Conducting impact evaluation	• Data analysis techniques • Evaluation reports	• Measure and evaluate the impact of learning and development on work processes • Compile an evidence collection sheet for an impact evaluation • Conduct structured interviews with operational beneficiaries to collect evidence on the impact • Evaluate operational performance and/ or quality records for impact assessments	

Limited Contact Learning

Edutel Skills Development offers limited contact learning to those who are unable to attend our workshops.
All learning material is compiled with you, the limited contact learner, in mind.
The manuals • are interactive • are comprehensive • utilise formative assessment activities • provide for all situations • allow you to track the progress of your work.
In some instances material is supported by DVDs.
The Call Centre provides any support you may require.
You set the pace for your learning.
You may start at any time of the year.

24 Become an SDF through limited contact learning

SKILLS DEVELOPMENT FACILITATOR (BASED ON 6 UNIT STANDARDS)

WHY DO THIS QUALIFICATION?

The Skills Development Act of 1998 brought into being the new function of Skills Development Facilitator, a person who is qualified or experienced at NQF level 5 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. Although there is, as yet, no formal registered qualification for the SDF, you will be able to register with your relevant SETA as an SDF.

WHO WOULD BE ABLE TO MAKE USE OF THIS LEARNING?

Any person in the organisation who is involved in the personal development plans and training requirements of employees. An example of this could be an educator in a school or FET college who is involved in the IQMS process.

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.

HOW IS THIS COURSE 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 Coordinate 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)

You will receive your manuals, videos, workbooks and other training material as soon as you have registered. You will also receive portfolio templates which will need to be completed for each unit standard. Instructions on how to compile a portfolio of evidence are included. You can then work at your own pace and complete each portfolio of evidence separately and submit these for assessment.

HOW LONG WILL I BE BUSY?

You will have 18 months in which to produce the evidence for your portfolio because the cycle of the SDF's work is one year long, beginning with the skills audit and ending with the submission of the annual training report. During this time you must collect evidence of the processes followed.

WHAT ENTRY REQUIREMENTS MUST I FULFIL?

The person who attends the training needs to be computer-literate, understand the nature of the organisation's business, and 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;
- compile a workplace skills plan for submission to your respective SETA;
- implement the training as planned;
- keep track of all the skills development interventions taking place;
- submit the annual report to the SETA in order to access the skills development levy funds;
- conduct quality assurance checks while the training is being implemented.

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.

25 Become an Educator Assessor through limited contact learning

EDUCATOR ASSESSOR

WHY DO THIS QUALIFICATION?

Assessors, together with moderators, are the gatekeepers to achieving National Qualifications in South Africa. As such, assessors in all educational institutions will be required to complete formal recognised training to be able to fulfil this critical function.

- This course contributes towards a further qualification in Education and Training Practices, which Edutel offers.
- You receive a certificate from UNISA and Edutel once the learning programme has been completed.
- Once declared competent, you gain national assessor registration with the ETDP SETA, with a certificate as evidence of this.
- You can follow this learning programme with the learning programme which capacitates you as a Moderator.
- It makes you more marketable as an educator.
- The programme assists with the understanding of the entire assessment process, including CASS.
- It allows for a better understanding of the differences between assessment methods, tools and techniques.
- It gives you hands-on experience of the use of the various tools and techniques.
- It gives you the opportunity to define your own preferences regarding the new assessment methods, by allowing you to test drive them in your classroom as a means of formative assessment and reflection.
- It enables you to use them with confidence and creativity.
- It gives you a more in-depth knowledge of outcomes-based principles and practices.

WHO WOULD BE ABLE TO MAKE USE OF THIS LEARNING?

Any educator who knows that assessment of learning outcomes has to take place regularly in the classroom and wants to conduct the assessment in the correct way. This does not mean only teachers may enrol for the training – management personnel should also become registered assessors.

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 addreses the process which must be followed when assesisng learning outcomes. The programme has been customised to suit the classroom situation where groups of learners are assessed at one time. The modules covered are:

- Understanding outcomes-based assessment
- Planning and preparing for the assessment
- Conducting assessment
- Evaluating evidence and making judgements
- Giving feedback
- Reviewing the assessment

You will receive your manuals, DVDs, workbooks and other training material as soon as you have registered. You will also receive portfolio templates which will need to be completed. Instructions on how to compile a portfolio of evidence are included. You can then work at your own pace and complete the assignments, worksheets and the portfolio of evidence and submit these for assessment.

HOW LONG WILL I BE BUSY?

You will have approximately 6 months in which to complete the learning programme and submit your evidence for assessment purposes. While you are busy in the classroom, you will be able to apply your new skills as often as you wish. However, you will have to produce evidence of at least two summative assessments which took place in the classroom.

You may start at any time.
The programme is based on distance learning principles.
The programme takes 3-6 months to complete.
You work in your own time.
There will always be a telephone tutor to assist you with your problems.

WHAT ENTRY REQUIREMENTS MUST I FULFIL?

All you require is the necessary subject matter expertise in your learning area and phase in the school.

WHAT ENTRY REQUIREMENTS MUST I FULFIL?

You will be able to conduct outcomes-based assessments in the classroom using a variety of assessment techniques and instruments. You will be able to make a judgement about the competence of the learners judged against the identified outcomes for the learning intervention. You will be able to give feedback to learners and other individuals based on the outcomes.

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 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.

26 Develop, support and promote RPL practices

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 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.

27 Further Education and Training Certificate:

OCCUPATIONALLY-DIRECTED EDUCATION, TRAINING AND DEVELOPMENT PRACTICES, NQF 04, SAQA ID 50332 (120 CREDITS)

WHY DO THIS QUALIFICATION?

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

- ETD Coordinators
- Entry-level trainers
- Junior Training Officers
- Training Administrators.

Learners of this qualification will be able to:

- prepare for and facilitate learning;
- provide learner support;
- carry out administration related to learning;
- contribute to Human Resource Management Practices.

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

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

WHO WOULD HAVE THIS QUALIFICATION?

This is an entry-level qualification, and the first in a series which leads to level 05 and 06 qualifications for those who want to enter the field of Education, Training and Development (ETD). Learners of this qualification will have the opportunity to
build on this qualification via the certificate or diploma in OD-ETDP at level 05. This qualification provides a means to give recognition to practitioners at an entry-level, thus making it possible for practitioners to increase their employment prospects, and at the same time provide a means whereby organisations can appoint practitioners in line with proven competencies. Education, Training and Development is also a priority area within the South African context and is
supported by legislation, national policies and strategies. In order to meet the ETD requirements of the workplace, within the context of a quality assured environment and processes, it is important to be able to identify and recognise competent ETD
practitioners at various levels.

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

WHAT ENTRY REQUIREMENTS MUST I FULFIL?

- Subject matter expertise in which you will provide education and training.
- Communication at NQF level 03 or equivalent.
- Mathematical Literacy at NQF level 03 or equivalent.

WHAT EXIT-LEVEL OUTCOMES WILL I HAVE ACHIEVED?

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

QUALIFICATION RULES/COMMUNICATIONS

Learners are required to achieve 20 credits from Communication at NQF level 04 and 20 credits in a second language at a minimum of NQF level 03.

HOW LONG WILL I BE BUSY?

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

OTHER GOOD NEWS

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

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 thesame field at a higher level.

FUNDAMENTALS

Learners are required to do Communication at a first-language and a second-language level. All level-03 Communication unit standards relate to a second language and level 04 to a first language. Learners with a grade 12 certificate with a pass in a first and second language or mathematics can apply for RPL.

CURRICULUM

FUNDAMENTAL 56 Credits	CORE 42 Credits	ELECTIVE 26 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 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) • 119471 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) • 119459 Write/present/sign for a wide range of contexts, NQF 04 (5 credits)	• 123393 Carry out course administration, NQF 03 (3 credits) • 117877 Perform one-toone training on the job, NQF 03 (4 credits) • 117865 Assist and support learners to manage their learning experiences, NQF 04 (5 credits) • 117870 Conduct targeted training and development using given methodologies, NQF 04 (10 credits) • 123396 Define target audience profiles and skills gaps, NQF 04 (6 credits) • 12544 Facilitate the preparation and presentation of evidence for assessment, NQF 04 (4 credits) • 10294 Identify and respond to learners with special needs and barriers to learning, NQF 05 (10 credits)	• 7389 Help learners with language and literacies across the curriculum,NQF 04 (12 credits) • 263976 Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework, NQF 05 (5 credits) • 12140 Recruit and select candidates to fill defined positions, NQF 05 (9 credits) • 114215 Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path, NQF 04 (3 credits)

28 National Certificate:

OCCUPATIONALLY-DIRECTED EDUCATION, TRAINING AND DEVELOPMENT PRACTICES, NQF 05, SAQA ID 50334 (120 CREDITS)

WHY DO THIS QUALIFICATION?

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

- learning facilitators
- assessors
- learners and learning supporters
- skills development facilitators.

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

- design and develop learning interventions;
- facilitate learning;
- design and conduct assessments;
- support learners and learning;
- evaluate learning interventions and conduct self-evaluation;
- facilitate skills development.

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

- given Quality Assurance Policies, Procedures and Processes;
- a guided and supported learning environment.

WHO WOULD HAVE THIS QUALIFICATION?

The development of skills within and for the workplace is a priority within South Africa, as supported by legislation, national policies and strategies. Much of the needed skills development is carried out by people who have knowledge and skills within their areas of expertise, but lack the required skills in relation to ETD. Many of the skills development objectives, nationally and within companies and organisations, are met through the efforts of ETD practitioners operating at NQF level 05, and this certificate addresses the key competencies of such practitioners

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This qualification will meet the need of those who wish to progress beyond the FETC ODETD or who wish to enter the field of ETD for the first time. The certificate will also help to increase the employment prospects of ETD practitioners, while helping to ensure quality and competence within the ETD field. This qualification will provide a means to recognise OD-ETD practice at Level 05 across all the roles in a generalist capacity, with particular application possible in at least one role. Practitioners who wish to extend their skills in ETD to cover further ETD roles may progress from this certificate to the Diploma OD-ETDP, Level 05.

WHAT ENTRY REQUIREMENTS MUST I FULFIL?

Subject matter expertise in which you will provide education and training at a level engage meaningfully in ETD within that field required to engage meaningfully in ETD within that field.

- FETC or equivalent
- Further learning assumptions are specified within the associated unit standards where required.

WHAT EXIT-LEVEL OUTCOMES WILL I HAVE ACHIEVED?

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

HOW LONG WILL I BE BUSY?

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

OTHER GOOD NEWS

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

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 10 Credits	CORE 61 Credits	ELECTIVE Choose 49 Credits
• 115789 Sustain oral interaction across a wide range of contexts and critically evaluate spoken texts, NQF 05 (5 credits) • 115790 Write and present for a wide range of purposes, audiences and contexts, NQF 05 (5 credits)	• 117865 Assist and support learners to manage their learning experiences, NQF 04 (5 credits) • 123396 Define target audience profiles and skills gaps, NQF 04 (6 credits) • 115753 Conduct outcomes-based assessment, NQF 05 (15 credits)	• 15232 Coordinate planned skills development interventions in an organisation, NQF 05 (6 credits) • 15217 Develop an organisational training and development plan, NQF 05 (6 credits)

FUNDAMENTAL 10 Credits	CORE 61 Credits	ELECTIVE Choose 49 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 outcomesbased assessments, NQF 06 (10 credits) • 115755 Design and develop outcomes-based assessments, NQF 06 (10 credits) • 123401 Design outcomes-based learning programmes, NQF 06 (15 credits) • 123400 Evaluate and promote education training and development (ETD) providers, services and products for organisational use, NQF 06 (5 credits) • 10294 Identify and respond to learners with special needs and barriers to learning, NQF 05 (10 credits) • 252041 Promote a learning culture in an organisation, NQF 05 (5 credits) • 15218 Conduct an analysis to determine outcomes of learning for skills development and other purposes, NQF 06 (4 credits)

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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 genera 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 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 further qualifications within the ETD environment, all of which are registered qualifications on the NQF.

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) • 115789 Sustain oral interaction across a wide range of contexts and critically evaluate spoken texts, NQF 05 (5 credits) • 115791 Use language and communication strategies for vocational and occupational learning, NQF 05 (5 credits)	• 117865 Assist and support learners to manage their learning experiences, NQF 04 (5 credits) • 15227 Conduct skills development administration in an organisation, NQF 04 (4 credits) • 123396 Define target audience profiles and skills gaps, NQF 04 (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) • 119665 Demonstrate understanding of the concept of human rights and democracy and its application in society, NQF 05 (12 credits)

FUNDAMENTAL 20 Credits	CORE 86 Credits	ELECTIVE Choose 134 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) • 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) • 123398 Facilitate the transfer and application of learning in the workplace, NQF 05 (5 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)	• 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) • 252041 Promote a learning culture in an organisation, NQF 05 (5 credits) • 12140 Recruit and select candidates to fill defined positions, NQF 05 (9 credits) • 10146 Supervise a project team of a developmental project to deliver project objectives, NQF 05 (14 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, 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) • 115759 Conduct moderation of outcomesbased assessments, NQF 06 (10 credits)

FUNDAMENTAL 20 Credits	CORE 86 Credits	ELECTIVE Choose 134 Credits
		• 115759 Conduct moderation of outcomesbased assessments, NQF 06 (10 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)

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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 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 10 Credits	CORE 61 Credits	ELECTIVE Choose 49 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) • 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)	• 123394 Develop outcomes-based learning programmes, NQF 05 (10 credits) • 115759 Conduct moderation of outcomesbased assessments, NQF 06 (10 credits) • 115755 Design and develop outcomes-based assessment, NQF 06 (10 credits) • 123401 Design outcomesbased learning programmes, NQF 06 (15 credits) • 123391 Develop education, training and development (ETD) policies and and procedures for an organisation, NQF 06 (12 credits)

Teachers

Contact us for a brochure on PD points and programmes we offer to earn PD points.
Edutel is a SACE approved provider. Here is a list of some of the short courses:

Principalship - 60 PD Points
Conduct moderation of outcomes-based assessments - 15 PD Points
Apply knowledge of HIV/AIDS in the workplace - 15 PD Points
Mentoring learners - 15 PD Points
Facilitate learning - 15 PD Points
Develop outcomes-based learning programmes - 15 PD Points
Design integrated assessments - 15 PD Points
Skills Development Facilitator - 90 PD Points
Special Needs - 15 PD Points
Administer school assets - 10 PD Points
Prepare and monitor the budget of a school - 10 PD Points
Conducting a skills analysis for skills development purposes - 15 PD Points
Coaching within the schooling environment - 15 PD Points
Mathematical Literacy, Grade 10, 11 and 12 - various options, each worth 15 PD Points

PD Pointer

Your new resource towards accumulating your Professional Development Points and effectively closing your competency gap

31 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 theseschedules 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.

Code of Conduct

HIV/AIDS Awareness
Managing Learnerships
Evaluating Learning Programmes
Conduct Research
Quality Assurance

All our skills programmes are unit standard based.

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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FOLLOW US

YOUR ONE STOP TOWARDS LIFE - LONG LEARNING