



Accredited Provider
The Skills College for Development and Training (Pty)Ltd.

National Certificate: Occupationally Directed Education, Training and Development Practices

Qualification ID 50331–NQF 6; 145 Credits

INTRODUCTION

Purpose:

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.

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.

Rationale for the qualification:

Education, Training and Development (ETD) is 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.

Workplace education, training and development are carried out to a large degree by people who have the requisite skills in their subject area, but little or no formal qualifications in ETD. With the need for and emphasis on quality ETD, it becomes critical to have a means to develop and recognise ETD

competencies at a high level. Many candidates for this qualification will not have the time or the inclination to undertake an Bachelor Degree: ODETD at level 6, but will want recognition for the essential competencies required at levels 5, 6 and 7 as represented by this qualification. ODETD stakeholders have indicated that this particular qualification will fill a vital gap within the ODETD field, serving a similar need to the Post Graduate Certificates and Diplomas in Education. This qualification will also be very useful for Further Education and Training (FET) College lecturers who may not have formal ETD qualifications, as well as for high level Skills Development Facilitators.

This qualification will provide a means to give recognition to experienced ODETD practitioners, thus making it possible for practitioners to increase their employment prospects, and at the same time provide a means whereby organisations can appoint experienced practitioners in line with proven ETD competencies at a high level.

Candidates for this qualification will typically add to their non-ETD qualifications to obtain the NC: ODETD level 6. Some holders of the NC: ODETD level 5 may choose to move on to the NC: ODETD level 6. Some holders of the NC: ODETD level 6 may choose to expand their learning so as to obtain the Bachelor Degree: ODETD level 6, or move into formal education.

LEARNING ASSUMED TO BE IN PLACE

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

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

Recognition of prior learning:

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

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

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

Access to the qualification:

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

EXIT LEVEL OUTCOMES

1. Analyse needs and plan and design learning.
2. Facilitate learning in routine and complex situations.
3. Engage in and promote assessment practices.
4. Facilitate and manage skills development in an organisation.
5. Define and evaluate standards.
6. Evaluate Human Resource Development interventions.

Critical Cross-Field Outcomes:

This qualification addresses the following critical cross-field outcomes:

Identifying and solving problems in relation to analysing, planning, designing and organising learning opportunities and in relation to learner's difficulties within the ETD context.
 Working effectively with others as a member of ETD teams in the analysis, design and delivery of ETD.
 Organising and managing oneself and one's activities responsibly and effectively when preparing oneself, preparing learning resources and setting up the learning environment.
 Collecting, analysing, organising and critically evaluating information about learners, learning needs, learning resources, organisational requirements and national ETD strategies.
 Communicating effectively using visual, mathematical and/or language skills when presenting information to learners and discussing the subject matter.
 Using science and technology effectively and critically, showing responsibility towards the environment and health of others, mainly in the application of occupation-related technology, but through the appropriate use of ETD-related technology.
 Demonstrating an understanding of the world as a set of related systems, and in particular through the linking of ETD and practice within the occupational field.

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

Reflecting on and exploring a variety of strategies to learn more effectively.

Participating as responsible citizens in the life of local, national and global communities.

Being culturally and aesthetically sensitive across a range of social contexts.

Exploring education and career opportunities; and developing entrepreneurial opportunities.

TIME PERIOD

This Learnership can be presented over a period of 12 months

THE FOLLOWING UNIT STANDARDS WILL BE COMPLETED IN ORDER TO REACH 145 CREDITS:

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Core	115753	Conduct outcomes-based assessment	Level 5	Level TBA: Pre-2009 was L5	15
Core	114924	Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework	Level 5	Level TBA: Pre-2009 was L5	5
Core	15217	Develop an organisational training and development plan	Level 5	Level TBA: Pre-2009 was L5	6
Core	123397	Evaluate a learning intervention using given evaluation instruments	Level 5	Level TBA: Pre-2009 was L5	10
Core	117871	Facilitate learning using a variety of given methodologies	Level 5	Level TBA: Pre-2009 was L5	10
Core	117874	Guide learners about their learning, assessment and recognition opportunities	Level 5	Level TBA: Pre-2009 was L5	6
Core	15221	Provide information and advice regarding skills development and related issues	Level 5	Level TBA: Pre-2009 was L5	4
Core	15218	Conduct an analysis to determine outcomes of learning for skills development and other purposes	Level 6	Level TBA: Pre-2009 was L6	4

Core	117856	Define standards for assessment, education, training, and development	Level 6	Level TBA: Pre-2009 was L6	8
Core	123392	Design and develop instruments to evaluate education, training and development	Level 6	Level TBA: Pre-2009 was L6	12
Fundamental	10301	Complete a research assignment	Level 6	Level TBA: Pre-2009 was L6	20
Elective	15228	Advise on the establishment and implementation of a quality management system for skills development practices in an organisation	Level 5	Level TBA: Pre-2009 was L5	10
Elective	15232	Coordinate planned skills development interventions in an organisation	Level 5	Level TBA: Pre-2009 was L5	6
Elective	123394	Develop outcomes-based learning programmes	Level 5	Level TBA: Pre-2009 was L5	10
Elective	117864	Advise and counsel learners	Level 6	Level TBA: Pre-2009 was L6	8
Elective	115759	Conduct moderation of outcomes-based assessments	Level 6	Level TBA: Pre-2009 was L6	10
Elective	115812	Debate an issue using South African Sign Language	Level 6	Level TBA: Pre-2009 was L6	3
Elective	115802	Demonstrate knowledge of the structure of South African Sign Language	Level 6	Level TBA: Pre-2009 was L6	6
Elective	115755	Design and develop outcomes-based assessments	Level 6	Level TBA: Pre-2009 was L6	10
Elective	117858	Design and develop qualifications for assessment, education, training and development	Level 6	Level TBA: Pre-2009 was L6	6
Elective	123401	Design outcomes-based learning programmes	Level 6	Level TBA: Pre-2009 was L6	15
Elective	123391	Develop education, training and development (ETD) policies and procedures for an organisation	Level 6	Level TBA: Pre-2009 was L6	12
Elective	263978	Develop plans for implementing learnerships and apprenticeships	Level 6	Level TBA: Pre-2009 was L6	5
Elective	114926	Develop plans for implementing Learnerships and Skills Programmes within a learning organisation	Level 6	Level TBA: Pre-2009 was L6	5
Elective	123400	Evaluate and promote education training and development (ETD) providers, services and products for organisational use	Level 6	Level TBA: Pre-2009 was L6	5
Elective	123395	Facilitate in complex situations to create learning and growth	Level 6	Level TBA: Pre-2009 was L6	10
Elective	115810	Interview a Deaf person using South African Sign Language	Level 6	Level TBA: Pre-2009 was L6	4
Elective	263982	Manage assessment in a learning organisation	Level 6	Level TBA: Pre-2009 was L6	10

Elective	116810	Manage assessment in a learning organisation	Level 6	Level TBA: Pre-2009 was L6	10
Elective	116811	Manage learning at an education, training and development provider	Level 6	Level TBA: Pre-2009 was L6	10
Elective	123399	Plan and develop an organisational learning framework	Level 6	Level TBA: Pre-2009 was L6	15
Elective	114922	Provide guidance on the strategic governance of NQF implementation by education, training and development providers	Level 6	Level TBA: Pre-2009 was L6	4
Elective	115807	Recount a signed conversation on a complex topic, using South African Sign Language	Level 6	Level TBA: Pre-2009 was L6	3
Elective	115806	Research a selected issue of the deaf community and deaf culture, using South African Sign Language	Level 6	Level TBA: Pre-2009 was L6	10
Elective	14297	Design, develop and implement assessment of learning in Higher Education and Training	Level 7	Level TBA: Pre-2009 was L7	20
Elective	116587	Develop, support and promote RPL practices	Level 7	Level TBA: Pre-2009 was L7	10
Elective	117861	Evaluate compliance of documented standards and qualifications with quality criteria	Level 7	Level TBA: Pre-2009 was L7	6
Elective	15191	Evaluate education, training and development providers	Level 7	Level TBA: Pre-2009 was L7	15