



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

Further Education and Training Certificate: Occupationally-Directed Education Training and Development Practices

Qualification ID 50332– NQF 4; 120 Credits

INTRODUCTION

Purpose:

The qualification will be useful to those within the world of work and 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.

Rationale for the qualification:

This is an entry-level qualification, and the first in a series, which leads to levels 5 and 6 Qualifications for those who want to enter the field of Education, Training and Development (ETD). Learners of this qualification will have the opportunity to build on this qualification via the certificate or diploma in ODET at level 5. This qualification provides a means to give recognition to practitioners at an entry level, thus making it possible for practitioners to increase their employment prospects, and at the same time provide a means whereby 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.

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, and are competent at:

Communication at NQF level 3 or equivalent.

Mathematical Literacy at NQF level 3 or equivalent.

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:

There is open access to this qualification bearing in mind the learning assumed to be in place.

EXIT LEVEL OUTCOMES

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

Critical Cross-Field Outcomes:

This qualification addresses the following critical cross-field outcomes:

Identifying and solving problems in relation to planning 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 120 CREDITS:

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Core	123393	Carry out course administration	Level 3	NQF Level 03	3
Core	117877	Perform one-to-one training on the job	Level 3	NQF Level 03	4
Core	117865	Assist and support learners to manage their learning experiences	Level 4	NQF Level 04	5
Core	117870	Conduct targeted training and development using given methodologies	Level 4	NQF Level 04	10
Core	123396	Define target audience profiles and skills gaps	Level 4	NQF Level 04	6
Core	12544	Facilitate the preparation and presentation of evidence for assessment	Level 4	NQF Level 04	4
Core	10294	Identify and respond to learners with special needs and barriers to learning	Level 5	Level TBA: Pre-2009 was L5	10
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	NQF Level 03	5
Fundamental	119457	Interpret and use information from texts	Level 3	NQF Level 03	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	NQF Level 03	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	NQF Level 03	5
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	NQF Level 04	6
Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	NQF Level 04	5
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	NQF Level 04	5

Fundamental	9016	Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	NQF Level 04	4
Fundamental	119471	Use language and communication in occupational learning programmes	Level 4	NQF Level 04	5
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	NQF Level 04	6
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	NQF Level 04	5
Elective	15227	Conduct skills development administration in an organisation	Level 4	NQF Level 04	4
Elective	110506	Demonstrate and apply knowledge and understanding of the basic components and fundamental skills of effective communication	Level 4	NQF Level 04	4
Elective	119661	Demonstrate knowledge of the foundations of human rights and democracy	Level 4	NQF Level 04	7
Elective	7389	Help learners with language and literacies across the curriculum	Level 4	NQF Level 04	12
Elective	114878	Identify and measure the factors that influence productivity	Level 4	NQF Level 04	10
Elective	114215	Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path	Level 4	NQF Level 04	3
Elective	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
Elective	263976	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
Elective	12140	Recruit and select candidates to fill defined positions	Level 5	Level TBA: Pre-2009 was L5	9