



Established in terms of Act 58 of 1995

### **SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

#### **Occupational Directed**

Registered by NSB 05, Education, Training and Development, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards upon which qualifications are based. The full qualification and unit standards can be accessed via the SAQA web-site at [www.saga.org.za](http://www.saga.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 1067 Arcadia Street, Hatfield Forum West, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 13 March 2004***. All correspondence should be marked **Standards Setting – SGB for Occupational Directed**, and addressed to

The Director: Standards Setting and Development  
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**JOE SAMUELS**

**DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**

## SOUTH AFRICAN QUALIFICATIONS AUTHORITY



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**National Certificate in Occupationally Directed Education Training and Development Practices-NQF Level 4**

**Field:** Education, Training and Development

**Sub- field:** Adult Learning

**Level:** 4

**Credits:** 130

**Issue date:**

**Review date:**

**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. This qualification will provide 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.

**Purpose of the qualification:**

This is an entry-level qualification for those who want to enter the field of ODET as a potential career and have 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, or those who provide training in the workplace but for whom the training function is not a major part or the only part of their job. In particular, this qualification will be useful for:

- ETD coordinators
- Entry-level trainers
- Junior Training officers
- Training administrators

Recipients of this qualification will be able to:

- compile target audience profiles and identify learning needs
- plan and prepare for training
- conduct targeted training (individual and groups)
- contribute towards assessment processes
- support learners and learning
- conduct basic evaluation of learning events and evaluation of own performance
- carry out course administration

Practitioners 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.

**Access to the qualification:**

Open

**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. It is also assumed that practitioners are already competent in Communications at NQF level 3 when starting to learn towards this qualification.

**Exit Level Outcomes:**

The qualification is defined by means of a number of Exit Level Outcomes. These ELOs provide a means for candidates to exit the qualification with recognition for clusters of competencies, even if they do not achieve the whole qualification. The ELOs also provide a means to organise the unit standards into coherent clusters, thus facilitating integrated assessment.

- Communicate in a variety of ways
- Use mathematics in real life and education, training and development situations
- Analyse target audiences
- Prepare for and facilitate learning
- Contribute to assessment
- Provide learner support
- Carry out administration related to learning
- Evaluate facilitation and learning events
- Demonstrate understanding of OBET
- Contribute to Human Resource Management Practices

**Associated unit standards:**

**FUNDAMENTAL****Exit Level Outcome 1: Communicate in a variety of ways**

	NLRD No.	Unit Standard Title	Level	Credits
<b>Language of application</b>	12153	Use the writing process to compose text required in the business environment	4	5
	12154	Apply comprehension skills to engage with oral text in a business environment	4	5
	12155	Apply comprehension skills to engage with written text in a business environment	4	5
	8975	Read, analyse and respond to a variety of texts	4	5
	8976	Write for a wide range of contexts	4	5
<b>Second Language</b>	8973	Use language and communication in occupational learning programmes	3	5
	8968	Accommodate audience and context needs in oral communication	3	5
	8969	Interpret and use information from texts	3	5
	8970	Write texts for a range of communicative contexts	3	5

**FUNDAMENTAL****Exit Level Outcome 2: Use mathematics in real life and education, training and development situations**

NLRD No.	Unit Standard Title	Level	Credits
9014	Use mathematics to investigate and monitor the financial aspects of personal, business, national issues	4	6
9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life-related problems	4	6
9016	Represent, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	4	4

**Exit Level Outcome 3: Analyse target audiences**

	NLRD No.	Unit Standard Title	Level	Credits
<b>CORE</b>		Conduct elementary research to compile target audience profiles	4	5

**Exit Level Outcome 4: Prepare for and facilitate learning**

	NLRD No.	Unit Standard Title	Level	Credits
<b>CORE</b>	10231	Plan a learning event	4	8
		Conduct targeted training and development using given methodologies	4	6
	7390	Identify and respond to learners with special needs	4	8
		Perform one-to-one training on the job	3	4
<b>ELECTIVE</b>	7389	Help learners with language and literacies across the curriculum	4	12

**Exit Level Outcome 5: Contribute to assessment**

	NLRD No.	Unit Standard Title	Level	Credits
CORE	12544	Facilitate the preparation and presentation of evidence for assessment	4	4
	<b>Exit Level Outcome 6: Provide learner support</b>			
	NLRD No.	Unit Standard Title	Level	Credits
CORE		Assist and support learners to manage their learning experiences	4	5
	<b>Exit Level Outcome 7: Carry out administration related to learning</b>			
	NLRD No.	Unit Standard Title	Level	Credits
CORE		Carry out course administration	3	2
ELECTIVE		Conduct skills development administration	4	6
<b>Exit Level Outcome 8: Evaluate facilitation and learning events</b>				
	NLRD No.	Unit Standard Title	Level	Credits
CORE		Evaluate a learning event using given evaluation instruments	4	3
	7388	Evaluate own facilitation performance	4	8
<b>Exit Level Outcome 9: Demonstrate understanding of OBET</b>				
	NLRD No.	Unit Standard Title	Level	Credits
ELECTIVE		Demonstrate understanding of the outcomes-based education and training philosophy within the context of a National Qualifications Framework	5	6
<b>Exit Level Outcome 10: Contribute to Human Resource Management Practices</b>				
	NLRD No.	Unit Standard Title	Level	Credits
ELECTIVE	10980	Induct new employees	4	6
	12140	Recruit and select candidates to fill defined positions	4	10
	10981	Supervise work unit to achieve work unit objectives (individual and teams)	4	12
	10982	Represent stakeholder/s in consultations and discussions on matters that arise at shop floor level	3	3

**Rules of combination:****FUNDAMENTAL**• *Communication*

- Candidates are required to achieve **20 credits** for Communications from the available 25 credits.
- In terms of the requirements for an FETC, candidates are required to achieve **20 credits** obtained in a *second official language at a minimum of level 3*.