

National Certificate: Occupationally Directed Education Training and Development Practices (ODETDP)

SAQA Qualification ID 50334, NQF Level 5, 120 Credits

Introduction

The development of skills within 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 area 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 5, and this certificate addresses the key competencies of such practitioners.

This qualification will be useful for:

- Learning facilitators
- Assessors
- Learner and learning supporters
- Skills Development Facilitators

This qualification will provide practitioners with the general ETD skills required at NQF level 5 across five key ETD roles, with the opportunity to specialise further in one of the following four roles:

- Design and develop learning interventions
- Facilitate learning
- Design and conduct assessments
- Facilitate skills development

Qualification Curriculum

Communicate in a variety of ETD settings

- Communication is carried out using media appropriate to the audience and setting
- Communication of facts, concepts, ideas and principles related to specific learning areas is clear and consistent with the requirements of the learning area

Design and develop learning programmes and processes

- Training needs are clearly defined in terms of outcomes, and are linked to performance requirements on the job.
- Learning outcomes are aligned with given standards, including unit standards, assessment standards, qualifications or job requirements

Facilitate and evaluate learning

- Preparation is sufficient to ensure all resources and arrangements are in place and the learning site is fit-for-purpose
- Formal plans and structures are implemented according to plans, using appropriate methodologies and in a manner that achieves the learning objectives
- Facilitation is professional and ensures the physical and psychological safety of the learners
- Problems are solved appropriately using a range of techniques
- Facilitation provides for application in the workplace
- The facilitation approach creates opportunities for assessment
- Facilitation is self-monitored and behaviour is modified to address weaknesses or difficulties

Engage in and promote assessment practices

- Assesses are adequately supported, prepared and assisted in assessment and/or RPL processes, without compromising the assessment process or results
- Assessment practices are in line with the principles of outcomes-based assessment and maximise opportunities for integrated assessment
- Assessment decisions are reliable and relevant to pre-determined outcomes
- Feedback is relevant and is given in a constructive manner
- Assessment results are used to improve learning design and facilitation

Provide learning support to learners and organisations

- Learners requiring support are identified proactively and sensitively
- Support is given in a manner that enables learners to define objectives, clarify issues, help manage expectations and identify learning path and opportunities
- Support assists learners to identify and understand assessment opportunities, processes and benefits, including the nature and benefits of RPL
- Support ensures learners experience the maximum benefit from learning and assessment, and helps them prepare for and cope with learning and assessment
- Barriers to learning are identified and problems are solved cooperatively within given frameworks. Referrals are made as required
- Support helps to create a safe learning environment and promotes objectives of learning and the principle of life-long learning
- Advice is helpful, realistic, relevant, valid, impartial and based on learner needs

Conduct skills development facilitation

- Information and advice on skills development issues is consistent with current skills development practices and requirements
- Information and advice on skills development issues is in line with the needs of the organisation.
- Skills development plans address individual learning needs and are aligned with organisational strategic objectives.
- Learning is promoted in line with individual and organisational needs, using appropriate and effective communication techniques.
- Records are clear, accessible, accurate and up to date.
- ETD interventions are coordinated in line with the organisational skills development plan

Learners can move horizontally by achieving the credits specified in the following qualifications:

- 50333: “National Diploma: Occupationally-Directed Education Training and Development Practices”, NQF Level 5.
- 20159: “National Diploma: ABET Practice”, NQF Level 5.
- 20160: “Certificate: Education”, NQF Level 5.
- 49710: “National Diploma: Development Practice”, NQF Level 5.

Learners can move vertically by using this qualification as the basis for the following qualifications:

- 50330: “National First Degree: Occupationally Directed Education Training and Development Practices”, NQF Level 6.
- 20161: “Bachelor of Education”, NQF Level 6.
- 20485: “National First Degree in ABET Practice”, NQF Level 6.