

National Diploma: Occupationally Directed Education, Training and Development Practices

Introduction to the Diploma

There are nine exit level outcomes for this qualification. The qualification is designed so that four exit level outcomes can be selected as areas of specialisation in the form of elective streams. This tool has been designed for four elective streams. They have been highlighted below and allow for the learner to specialise in Design and development of learning programmes, facilitation, assessment and learner support (coaching and mentoring).

Exit Level Outcome 1: Communicate in a variety of ETD settings

Exit Level Outcome 2: Design and develop learning programmes and processes

Exit Level Outcome 3: Facilitate and evaluate learning

Exit Level Outcome 4: Engage in and promote assessment practices

Exit Level Outcome 5: Provide learning support to learners and organisations

Exit Level Outcome 6: Conduct skills development facilitation

Exit Level Outcome 7: Define standards and qualifications

Exit Level Outcome 8: Manage and administer education and training and development

Exit Level Outcome 9: Engage in general management activities.

Exit Level Outcomes and Associated Unit standard Matrix

Exit Level Outcome 1: Communicate in a variety of ETD settings			
Unit standards			
Number	Title	Type	Credits
115792	Access, process, adapt and use data from a wide range of texts	F	5
115789	Sustain oral interaction across a wide range of contexts and critically evaluate spoken texts	F	5
115791	Use language and communication strategies for vocational and occupational learning	F	5
115790	Write and present for a wide range of purposes, audiences and contexts	F	5
			20
Exit Level Outcome 2: Design and develop learning programmes and processes			
Unit standards			
Number	Title	Type	Credits
123396	Define target audience profiles and skills gaps	C	6
123394	Develop outcomes-based learning programmes	E	10
10146	Supervise a project team of a developmental project to deliver project objectives	E	14
10305	Devise interventions for learners who have special needs	E	16
123401	Design outcomes-based learning programmes	E	15
			61

Exit Level Outcome 3: Facilitate and evaluate learning			
Unit standards			
Number	Title	Type	Credits
117871	Facilitate learning using a variety of given methodologies	C	10
123398	Facilitate the transfer and application of learning in the workplace	C	5
10294	Identify and respond to learners with special needs and barriers to learning	C	10
123397	Evaluate a learning intervention using given evaluation instruments	C	10
119665	Demonstrate understanding of the concept of human rights and democracy and its application in society	E	12
119274	Select learning support materials and assistive technology for inclusive settings	E	12
123400	Evaluate and promote education training and development (ETD) providers, services and products for organisational use	E	5
			64
Exit Level Outcome 4: Engage in and promote assessment practices			
Unit standards			
Number	Title	Type	Credits
115753	Conduct outcomes-based assessment	C	15
115755	Design and develop outcomes-based assessments	E	10
115759	Conduct moderation of outcomes-based assessments	E	10
			35

Exit Level Outcome 5: Provide learning support to learners and organisations			
Unit standards			
Number	Title	Type	Credits
117865	Assist and support learners to manage their learning experiences	C	5
117874	Guide learners about their learning, assessment and recognition opportunities	C	6
119721	Support marginalised, "at risk" and vulnerable individuals and groups and identify appropriate referral services	E	8
115073	Demonstrate knowledge of Deaf culture, the Deaf community and technology, services and education for the Deaf in South Africa	E	8
			27
Exit Level Outcome 6: Conduct skills development facilitation			
Unit standard			
Number	Title	Type	Credits
15221	Provide information and advice regarding skills development and related issues	C	4
			4
Exit Level Outcome 7: Define standards and qualifications			
Unit standards			
Number	Title	Type	Credits
114924	Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework	C	5
117856	Define standards for assessment, education, training, and development	E	8
117858	Design and develop qualifications for assessment, education, training and development	E	6
			19

Exit Level Outcome 8: Manage and administer education and training and development			
Unit standard			
Number	Title	Type	Credits
15227	Conduct skills development administration in an organisation	C	4
			4
Exit Level Outcome 9: Engage in general management activities.			
Unit standards			
Number	Title	Type	Credits
15237	Build teams to meet set goals and objectives	C	3
15233	Harness diversity and build on strengths of a diverse working environment	C	3
			6

Credit accumulation and transfer policy

The following is an extract from the qualification about:

“ LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

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.” www.saga.org.za

Therefore, historical and alternative evidence will be accepted for consideration. Please look at the individual exit level outcomes to see what evidence will be considered. If you are wanting to provide alternative or historical evidence please indicate this to your assessor and RPL advisor who will then explain what other evidence requirements will still need to be considered.

Please understand that the tool that will be used to help you gather evidence follows and integrated assessment methodology and therefore requires you to maybe complete certain parts of it again as other assessment criteria may also be assessed by the tool.

Application and Selection criteria

Only six learners will be considered for this programme. The classes are needs-based and therefore learners receive maximum benefit from the process.

For this reason there is a selection criteria which is suggested:

- Learners should be assessors
- Learners must have two languages at a Matric Level
- Learners must have access to a company that delivers training, does skills development work and preferably designs material and assessment tools.

Rollout and Process

A blended approach to the learning is used:

Learners attend six sessions which are called super-coaching sessions. During these learners revisit the theoretical requirements of the Exit Level Outcome. These are full day sessions and the process follows a facilitation of learning approach.

The dates for the rollout are as follows:

Super-coaching session-

18 July PYRA (5 hours)

25 July ELO 2 (Full day)

22 August ELO 3 (Full day)

19 September ELO 4 (Full day)

17 October ELO 5 (Full day)

14 November ELO 6 and 8 (Full day)

12 December ELO 7 and 9 (Full day)

Final hand in date is the 15 January 2009

The coach will also meet with the learner's on an individual basis two weeks after the super coaching session to discuss evidence collection. (This meeting will normally last about 30-40 mins)

Cost

R 11 000 excl vat

A 50% deposit is required to secure your place after which the balance needs to be paid within three months of the beginning of the programme

Application Process

Please send a letter of request for consideration which indicates why you would be a suitable candidate for the learning process.

Letters should be sent to Jason@assessmentwarehouse.com by the 19 June 2009. Interviews will take place in the week beginning the 22 June.

Once learners have been selected a 50% deposit is required.

For any further information please call Jason le Grange on 084 583 3638 or e-mail Jason@assessmentwarehouse.com