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Accredited Training Courses

Accreditation and Training Services
is a registered training provider with the ETDP SETA.





Business History and Field of Operation

Following the South African Qualifications Authority's (SAQA) decision in that all training programmes falling within the generic educational training practices domain, will in future become an Education Training and Development Practices Sector Education and Training Authority (ETDP SETA) responsibility. Up to that stage the various SETA`s trained, assessed and registered their own assessors, facilitators, moderators etc. In view of the fact that the SAQA decision would stimulate the ETD training market, ATS was launched and accredited at the ETDP SETA (nr. ETDP9952).

Training is offered at ATS' main training facility in Groenkloof, Pretoria. Various other training venues can be arranged throughout South Africa to meet the particular requirements of our clients.

An indication of the scope of training offered and number of candidates already trained is provided by the following: more than 3000 individuals from a variety of sectors have been trained as assessors; in excess of 1000 moderators have also been trained, as well as some 500 facilitators, 50 assessment designers, some 200 evidence facilitators, and 350 coaches (one-to-one trainers). We also have accreditation to present ABET training programs (Literacy and Numeracy), Skills Development Facilitators (SDF) and Early Childhood Development Level 4 & 5.

Audit Results

We were audited by the ETQA of the ETDP SETA and our accreditation has been extended to 2018.

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FUNDAMENTALS

UNIT STANDARD (ID 115789): SUSTAIN ORAL INTERACTION ACROSS A WIDE RANGE OF CONTEXTS AND CRITICALLY EVALUATE SPOKEN TEXTS, NQF LEVEL 5, CREDITS 5

UNIT STANDARD (ID 115790): WRITE AND PRESENT FOR A WIDE RANGE OF PURPOSES, AUDIENCES AND CONTEXTS, NQF LEVEL 5, CREDITS 5

This Skills Programme will enable learners to present and participate effectively in oral communication in various contexts.

Learners at this level have a fundamental knowledge base of the purposes and the context for communication as well as of target audiences. They effectively apply the style and language register required in different contexts. Learners can identify and make assumptions and inferences from and in oral communication. They speak fluently and confidently in both formal and informal settings and can articulate their purpose and meaning clearly. Language can be used to convey and evaluate detailed information, to express ideas and feelings and to use appropriate presentation skills and strategies. Learners use language correctly and effectively in their spoken communications.

Apart from verbal communication, this skills programme will also requires learners to follow a process in writing workplace specific texts. The ability to write plain language will improve the quality of business correspondence and other texts that are specific to a workplace environment. The course enables learners to recognise and use effectively textual conventions and features specific to business texts including those that require a particular format and/or specified legislated requirements. They carefully scrutinise their own and others' writing for accuracy, appropriateness and impact on different audiences and contexts. They edit and change where appropriate.

Programme Outcomes:

- Interact critically and purposefully as a listener and/or speaker in oral communication
- Analyse and critically evaluate oral interactions and presentations
- Use strategies for listening and speaking in sustained oral interactions
- Analyse and evaluate responses to spoken texts critically and adjust own as required.
- Use writing skills for specific purposes, audiences and contexts.
- Access, process, re-organise, and synthesise information in order to present it.
- Use appropriate language conventions, textual features and style for specific workplace purposes.
- Draft and edit texts.

Who this course will benefit:

ODETDP Practitioners, Facilitators, and Educators.

Entrance Requirements:

- Learner should have a good comprehension of English.

The credit calculation is based on the assumption that learners are already competent in terms of the following outcomes or areas of learning: NQF level 4:

- Write texts for a range of communicative contexts.

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- Accommodate audience and context needs in oral communication.

Assessment:

Includes theory and practical work. Portfolio building done in class.

Duration:

5 Days

Price:

R4450.00 VAT Inclusive

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FACILITATOR TRAINING

FACILITATOR UNIT STANDARD (ID 117871): FACILITATE LEARNING USING A VARIETY OF GIVEN METHODOLOGIES, NQF LEVEL 5, CREDITS 10

What is a facilitator?

Training Facilitators / Trainers are mainly used in adult education, and use their expertise in a subject to share knowledge and to guide a person to a higher level of competence. A Facilitator makes the process of learning easier by using outcomes-based training, which includes both theoretical and practical knowledge.

What are methodologies?

According to the dictionary a methodology is usually a guideline system for solving a problem, with specific components such as phases, tasks, methods, techniques and tools. A Facilitator uses a variety of tools, methods and techniques when facilitating a course.

Do facilitators need to be registered?

There is no clear yes or no answer for this question. Some of the SETA's will require facilitators to be registered but most of them do not place a restriction on the facilitator used for training. A person will undergo training to become a facilitator to better their skills and understanding of facilitation and to comply with industry requirements.

ATS' generic Facilitator training course will equip learners with the required knowledge and skills to facilitate learning using a variety of given methodologies in their field of expertise. The Facilitator training course will help you better understand the National Qualifications Framework (NQF) and will help you take the first step in developing your skills and acquiring a variety of qualifications within the fields of Education Training and Development Practices.

The Facilitator has to determine the needs of the learners, possible learning barriers, previous learning experience, different learning styles, etc. It is also the responsibility of the Facilitator to ensure that the learning methods selected are appropriate for the learning outcomes to be achieved. Facilitation must promote open interaction and ensure that learners have an active role in their own learning. Facilitation must enable learners to draw from their own experience in their working environment and apply the concepts for themselves. The responsibility of the Facilitator is great and thus they need to meet a high standard of criteria.

Programme Outcomes:

- Plan and prepare for facilitation
- Facilitate learning
- Evaluate learning and facilitation

Who this course will benefit:

- Managers
- Trainers
- Human Resource Managers
- Supervisors
- Coaches

Entrance Requirements:

Learner should have a good comprehension of English.

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Duration:

5 Days (includes portfolio building).

Assessment:

Includes theory and practical work as well as formative and summative assessments. Portfolio building is done within the 5 days training period and handed in at the end of the course.

Price:

R5250.00 VAT Inclusive

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ASSESSOR TRAINING

ASSESSOR UNIT STANDARD (ID 115753): CONDUCT OUTCOMES-BASED ASSESSMENT, NQF LEVEL 5, CREDITS 15

What is an Assessor?

An assessor is a person with the required knowledge and skills that determines whether a candidate is capable of doing the job at hand in their own particular field of expertise by collecting evidence. Assessors assess people, not things.

How is evidence collected?

An assessor makes use of different tools and systems to determine if a candidate is competent or not yet competent.

Is it important to be registered?

Yes! The responsibility of the assessor is great and thus they need to meet a high standard of criteria and have to be registered before they are allowed to assess.

ATS' generic Assessor training course will equip learners with the required knowledge and skills to assess candidates in their own particular field of expertise. The Assessor training course will help build your understanding of the National Qualifications Framework (NQF) and will help you take the first step in developing your skills and acquiring a variety of qualifications within the fields of Education Training and Development Practices and Human Resource Development.

It is the responsibility of the Assessor to determine whether a candidate is competent or not yet competent. An Assessor makes use of different tools and systems to determine if a candidate is capable of doing the job at hand. The responsibility of the Assessor is great and thus they need to meet a high standard of criteria and have to be registered before they are allowed to assess.

Programme Outcomes:

- Demonstrate understanding of outcomes-based assessment
- Prepare for assessments
- Conduct assessments
- Provide feedback on assessments and
- Review assessments

Who this course will benefit:

- Managers
- Trainers
- Human Resource Managers
- Supervisors
- Facilitators
- Coaches
- Work Place Assessors

Entrance Requirements:

Learner should have a good comprehension of English.

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Duration:

5 Days (initial contact).

Assessment:

Includes theory and practical work as well as formative and summative assessments. All of your portfolio building is done within the 5 days training period.

Price:

R5600.00 VAT Inclusive

Please contact us for our scheduled course dates

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MODERATOR TRAINING

MODERATOR UNIT STANDARD (ID 115759): CONDUCT MODERATION OF OUTCOMES-BASED ASSESSMENTS, NQF LEVEL 6, CREDITS 10

What is moderation?

Moderation is the process which ensures that assessment of the outcomes described in the NQF standards and qualifications is fair, reliable and valid.

How do you make sure it's reliable?

It is the responsibility of the Moderator to moderate assessment in terms of the relevant outcome statements and quality assurance requirements.

Do Moderators need any other qualifications?

It is preferable that all candidates wishing to become Moderators are already qualified Assessors.

Do Moderators need to be registered?

Yes! The responsibility of the Moderator is great and thus they need to meet a high standard of criteria and have to be registered before they are allowed to moderate.

ATS' generic Moderator training course will equip learners with the required knowledge and skills to conduct moderation of outcomes-based assessment (internal or external). The Moderator training course will further your understanding of the National Qualifications Framework (NQF) and will help you in developing your skills and acquiring a variety of qualifications within the fields of Education Training and Development Practices and Human Resource Development.

It is the responsibility of the Moderator to moderate assessment in terms of the relevant outcome statements and quality assurance requirements. The responsibility of the Moderator is great and thus they need to meet a high standard of criteria and have to be registered before they are allowed to moderate.

Programme Outcomes:

- Demonstrate understanding of moderation
- Plan and prepare for moderation
- Conduct moderation
- Advise and support assessors
- Report, record and administer moderation and
- Review moderation systems and processes

Who this course will benefit:

- Managers
- Trainers
- Human Resource Managers
- Assessment Designers
- Facilitators
- Coaches
- Work Place Assessors

Entrance Requirements:

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Learner should have a good comprehension of English.
Conduct Outcomes-Based Assessment Qualification.

Duration:

5 Days (includes portfolio building).

Assessment:

Includes theory and practical work as well as formative and summative assessments. Portfolio building is done within the 5 days training period and handed in at the end of the course.

Price:

R5250.00 VAT Inclusive

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SKILLS DEVELOPMENT FACILITATOR (SDF)

SKILLS DEVELOPMENT FACILITATOR UNIT STANDARDS: 15217, 15218, 15221, 15227, 15228 AND 15232, NQF LEVEL 4, 5 AND 6, CREDITS 34

What is a Skills Development Facilitator (SDF)?

A Skills Development Facilitator is a person whom is in charge of a company's skills related activities.

Which companies should appoint an SDF?

As per the Skills Development Levies Act, all employers of organisations that are registered for skills development levy purposes with SARS have to appoint an SDF who must co-ordinate all skills related activities of an organisation.

Does an SDF need to be registered?

A Skills Development Facilitator must be registered with the relevant SETA. The SDF can perform these duties for more than one employer, but must be registered for every employer at the same or at a different SETA. Although SDF's are not required to have any formal qualifications to register, organisations will normally appoint a SDF who has an ETD qualification.

ATS' Skills Development Facilitator course will equip learners with the required knowledge and skills to identify training needs, draw up Work Place Skills Plans and Annual Training Reports. The SDF training course will give you a good comprehension of the National Qualifications Framework (NQF) and will help you to develop your skills and will be a good start in acquiring a variety of qualifications within the fields of Education Training and Development Practices and Human Resource Development.

It is the duty of the Skills Development Facilitator to analyse the needs of the organisation and develop and draw up a suitable skills development plan. It is the Skills Development Facilitator's responsibility to ensure that the skills development plan is followed and properly administrated. The responsibility of a Skills Development Facilitator is great and thus they need to meet a high standard of criteria.

Programme Outcomes:

Learners will be able to:

- Develop an organisational training and development plan
- Conduct an analysis to determine outcomes of learning for skills development and other purposes
- Provide information and advice regarding skills development and related issues
- Conduct skills development administration in an organisation
- Coordinate planned skills development interventions in an organisation

Who this course will benefit:

- Managers
- Human Resource Managers
- Training Coordinators
- Compliance Managers



Entrance Requirements:

Learner should have a good comprehension of English, Computer Literacy, Mathematical Literacy and good Communication skills.

Duration:

5 Days

Assessment:

Includes theory and practical work as well as formative and summative assessments. Portfolio building and completion is done after the initial 4 days of theoretical training and handed in after 4 - 8 weeks when completed.

Price:

R8250.00 VAT Inclusive

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DESIGN & DEVELOP OUTCOMES-BASED ASSESSMENTS

UNIT STANDARD (ID 115755): DESIGN AND DEVELOP OUTCOMES-BASED ASSESSMENTS, NQF LEVEL 6, CREDITS 10

Why Assessment Designing?

This course is aimed at people who wish to design and develop assessments to facilitate consistent, credible, reliable, fair, and unbiased assessments of learning outcomes. The outcomes may be defined in a range of documents including but not limited to unit standards, exit level outcomes, assessment standards, curriculum statements and qualifications. This is a generic assessment unit standard, and candidates can design and develop assessments within any field of learning in line with their subject matter expertise.

How is evidence collected?

Learners registered for the programme will receive theoretical material that must be read before the commencement of the programme. An assessor makes use of different tools and systems to determine if a candidate is competent or not yet competent.

Programme Outcomes:

- Demonstrate understanding of design principles of outcomes-based assessment,
- Design outcomes-based assessments,
- Develop assessment activities and guides, and
- Evaluate assessment designs and guides.

Who this course will benefit:

Assessors, Learning Programme Developers, Facilitators, and Educators.

Entrance Requirements:

- Learner should have a good comprehension of English.
- Have already achieved US NLRD 115753: Conduct outcomes-based assessment, or equivalent,
- Are competent in the relevant field in which they are designing assessments, or have access to subject matter experts, and
- Are able to analyse and interpret the relevant outcomes (or standards).

Duration:

5 Days.

Assessment:

Includes theory and practical work as well as formative and summative assessments. Portfolio building is done within the 5 days training period.

Price:

R5600.00 VAT Inclusive

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DESIGN LEARNING PROGRAMMES (MATERIAL)

UNIT STANDARD (ID 123401): DESIGN OUTCOMES-BASED LEARNING PROGRAMMES, NQF LEVEL 6, CREDITS 15

UNIT STANDARD (ID 123394): DEVELOP OUTCOMES-BASED LEARNING PROGRAMMES, NQF LEVEL 5, CREDITS 10

UNIT STANDARD (ID 123397): EVALUATE A LEARNING INTERVENTION USING GIVEN EVALUATION INSTRUMENTS, NQF LEVEL 5, CREDITS 10

This is a generic Unit Standard, and designers can design learning within any field of learning in line with their subject matter expertise. Where designers are not themselves experts in the field of learning, then they would typically work in close consultation with subject expert.

Programme Outcomes:

- Drafting learning outcomes for the programme.
- Conducting analysis for learning design.
- Designing the learning programme.
- Drafting a brief for the development of the learning programme.
- Evaluating learning design.
- Planning and preparing for the evaluation.
- Collecting and recording data.
- Analysing and interpreting data.
- Compiling an evaluation report.
- Reviewing the evaluation process.

Who this course will benefit:

ODETDP Practitioners, Facilitators, and Educators.

Entrance Requirements:

- Learner should have a good comprehension of English.
- Have already achieved US NLRD 115753: Conduct outcomes-based assessment, or equivalent.
- Are competent in the relevant field in which they are designing learning programmes for, or have access to subject matter experts.
- It is assumed that learners are already competent in general analysis and design techniques. It is also assumed that learners are able to develop learning materials based on a given design.

Duration:

9 Days.

Assessment:

Includes theory and practical work. Portfolio building is not completed within the 5 days training period.

Price:

R8250.00 VAT Inclusive

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LEARNER SUPPORT / MENTORING

UNIT STANDARD (ID 117865): ASSIST AND SUPPORT LEARNERS TO MANAGE THEIR LEARNING EXPERIENCES, NQF LEVEL 4, CREDITS 5

UNIT STANDARD (ID 117874): GUIDE LEARNERS ABOUT THEIR LEARNING, ASSESSMENT AND RECOGNITION OPPORTUNITIES, NQF LEVEL 5, CREDITS 6

UNIT STANDARD (ID 114924): DEMONSTRATE UNDERSTANDING OF THE OUTCOMES-BASED EDUCATION AND TRAINING APPROACH WITHIN THE CONTEXT OF A NATIONAL QUALIFICATIONS FRAMEWORK, NQF LEVEL 5, CREDITS 5

This Skills Programme will be useful to those who provide a basic level of support and assistance to learners about their learning and assessment needs. Attendees will be able to provide basic support and assistance to learners in terms of issues such as:

- Learning programme content, structure, admission requirements, exit level outcomes, learning contracts, approaches to learning and assessment;
- Career progression options within the occupation; and
- Typical learning or personal difficulties experienced by learners.

This course excludes complex situations involving diagnosis of needs, career counselling, personal counselling or psychological services.

Practitioners will also gain understanding of OBET and the NQF during this course.

Programme Outcomes:

- Source and maintain information to assist and support learners;
- Provide assistance and support to learners;
- Maintain records of assistance and support provided; and
- Review support services.
- Identify and analyse learner needs;
- Prepare and review an individual development plan;
- Provide guidance to learners;
- Maintain records of learner needs and guidance provided; and
- Evaluate services provided.
- Explain the outcomes-based approach to education and training;
- Describe the National Qualifications Framework;
- Describe and explain standards;
- Describe and explain national qualifications; and
- Develop a broad plan for implementing the NQF within an organisation.

Who this course will benefit:

ODETDP Practitioners, Facilitators, Educators and Mentors in the workplace.

Entrance Requirements:

- Learner should have a good comprehension of English.
- Exposure to education, training and development environments and practices.

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- The credits have been calculated on the assumption that the average learner will be at level 5 or above in their own field of expertise.

Assessment:

Includes theory and practical work. Portfolio building is not completed within the 5 days training period.

Duration:

3 Days + 1 Day Support

Price:

R4450.00 VAT Inclusive

Please contact us for our scheduled course dates



ODETDP

NATIONAL CERTIFICATE: OCCUPATIONALLY DIRECTED EDUCATION TRAINING AND DEVELOPMENT PRACTICES, NQF LEVEL 5, MINIMUM 120 CREDITS

The development of skills within and for 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 meet the need of those who wish to progress beyond the FETC ODETD, or who wish to enter the field of ETD for the first time. The certificate will also help to increase the employment prospects of ETD practitioners, while helping to ensure quality and competence within the ETD field.

This qualification will provide a means to recognise ODETD practise at level 5 across five key ETD roles in a generalist capacity, with particular application possible in at least one role. Practitioners who wish to extend the skills in ETD to cover further ETD roles should select the Diploma ODETD, Level 5.

Who will benefit:

This qualification is for those who want to build on a FETC in any field to enter the field of ODETD as a potential career, and have little or 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. This qualification will be useful for:

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

Purpose:

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.

Practitioners will generally carry out their role within the context of:

- Given Quality Assurance policies, procedures and processes.
- A guided and supported learning environment.

Requirements:

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.

It is also assumed that learners working towards this qualification hold a FETC (Matric Certificate) or

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

Outcomes:

- Communicate in a variety of ETD settings.
- Design and develop learning programmes and processes.
- Facilitate and evaluate learning.
- Engage in and promote assessment practices.
- Provide learning support to learners and organisations.
- Conduct skills development facilitation.

Credits:

126 Credits

- Fundamental: all 10 credits for Communications.
- Core: all 61 Core credits.
- Elective: 55 Elective credits.

Duration:

Approximately 12 months

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ONE-TO-ONE TRAINING (COACHING)

ONE-TO-ONE TRAINING UNIT STANDARD (ID 117877): PERFORM ONE-TO-ONE TRAINING ON THE JOB, NQF LEVEL 3, CREDITS 4

Accreditation and Training Services' One-To-One training (coaching) course will equip learners with the required knowledge and skills to coach individual learners in the workplace in their field of expertise. The One-To-One training course will give you a good overview of the National Qualifications Framework (NQF) and will help you to develop your skills and will be a good start in acquiring a variety of qualifications within the fields of Education Training and Development Practices.

One-To-One training (coaching) enables a learner to work alongside individual learners/ employees to improve their skills in a defined area of application. The trainer can provide training for any task but it should be toward some defined performance standard, be it internal or aligned with a unit standard on the NQF. The trainer should make use of theory and practical activities and monitor the learner's progress against the performance standards but is not expected to perform the role of a registered assessor. The responsibility of the One-To-One trainer (coach) is great and thus they need to meet a high standard of criteria.

Programme Outcomes:

- Prepare for one-to-one training on the job
- Conduct training sessions
- Monitor and report on learner progress
- Review training

Who this course will benefit:

- Managers / Supervisors
- Trainers / Coaches / Instructors
- Human Resource Managers

Entrance Requirements:

Learner should have a good comprehension of English.

Duration:

3 Days (includes portfolio building).

Assessment:

Includes theory and practical work as well as formative and summative assessments. Portfolio building is done within the 3 days training period and handed in at the end of the course.

Price:

R3950.00 VAT Inclusive

Dates: *To be scheduled

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ASSESSOR RPL / ASSESSMENT FOR EDUCATORS

Assessor Course for Educators

This course is designed to equip educators with the knowledge and skills they need to carry out outcomes-based assessment in their school and classroom.

The course is based on the generic Unit Standard 115753: Conduct Outcomes Based Assessment (15 credits @ NQF level 5)

The course also includes aspects of:

- Assessment design, and therefore forms a foundation for the generic Unit Standard 115755: Design and Develop Outcomes Based Assessments
- Moderation, and therefore forms a foundation for the generic Unit Standard 115759: Moderate Outcomes Based Assessments
- Good education, training and development practices

Accreditation and Training services is accredited by the ETDP SETA.

The course is offered to practitioners at all levels and is contextualised in different modes for teachers in each of the GET Phases and FET, school managers, district managers, provincial managers, lecturers and managers in higher education institutions and ETD practitioners.

Course Outcomes

At the end of the course assessors will be able to:

- Demonstrate applied understanding of outcomes-based assessment practice
- Demonstrate understanding of how to carry out RPL assessment
- Plan and prepare for assessment
- Prepare learners for assessment
- Conduct assessment using a range of developmentally appropriate methods to assess learners' progress
- Evaluate evidence and make assessment judgements
- Use assessment to promote learning
- Record assessment results
- Provide feedback to relevant parties
- Report learners' progress appropriately
- Use assessment to maintain standards
- Review assessment
- Prepare for internal and external moderation
- Reflect on own practice

Course Structure

The course consists of:

- 24 hours of contact time in which participants will study the policies, principles, and practice of outcomes-based assessment in an interactive, experiential way.
- The development of a Portfolio of Evidence to demonstrate applied competence in their workplace.

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Course Delivery:

At a venue of the client's choice, the delivery can be structured according to the needs of the participants.

Course Content:

The course is divided into 5 units and the title and outcomes for each unit in the course for teachers are given below. Participants will demonstrate their ability in:

Unit 1: The Current context of Education and Training in South Africa

- Assess their knowledge of the current context of education and training in South Africa
- Trace the responsibility route for decision-making and implementation of Outcomes Based Education (OBE)
- Define the advantages of recognition of prior learning (RPL) through baseline assessment

Unit 2: Assessment in Education

- Analyse the changing teaching and learning process in Outcomes Based Education (OBE)
- Define the changing role of the teacher in Outcomes Based Education (OBE)
- Define different learning styles in a change to a learner-centred approach
- Categorise the different teaching methods to establish their appropriateness
- Analyse the continuous assessment (CASS) process/ implement the CAPS
- Use of assessment guidelines in developing assessments
- Apply a learning pathway to own practice

Unit 3: Planning and Conducting Assessment

- Plan for teaching, learning and assessment as a school, phase and grade
- Design outcomes based assessments
- Use a variety of appropriate assessment methods
- Use a variety of appropriate assessment tools

Unit 4: Conducting Assessment

- Involve learners in assessments
- Assess learners with different levels of ability
- Use strategies to overcome barriers to learning

Unit 5: Provide feedback on assessment

- Analyse and interpret assessment results
- Provide constructive feedback that promotes learning and the learning process

Unit 6: Recording and Reporting Assessments

- Gather enough varied evidence so that valid, consistent and fair assessments can be made
- Summarise and record all the evidence for the purposes of making judgements, giving feedback, moderation and possible appeals
- Evaluate evidence for authenticity, validity and sufficiency against outcomes and assessment standards
- Base consistent and reliable assessment judgements on evidence from various sources and time periods



- Apply key principles of assessment in the use of assessment results
- Collate and record assessment information efficiently
- Report progress or achievement efficiently and effectively
- Store evidence and judgements in line with a quality assurance system

Unit 7: Review and Maintaining Standards

- Assist in the development or evaluation of a school assessment policy for their school
- Maintain the assessment policy of their school in a systematic and transparent manner
- Use assessment to establish standards within grades and phases
- Contribute to maintaining standards within their cluster, district and province

Price:

R3500.00 VAT Inclusive

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ACCREDITATION HELP WORKSHOP

If you are faced with the SETA accreditation "challenge," then this one day course is for you.

Whether you're interested in SETA Accreditation to offer clients a value-add, or to meet client needs as an Accredited Training Provider, or simply because you are serious about being able to offer nationally recognised qualifications, the SETA/ETQA Accreditation process can be valuable and beneficial to your company and training programmes. That is, if you can make sense of it.

Come and join our experts as they will guide you through a one-day workshop that will give you the relevant and applicable information you need to sensibly and realistically apply the structures and opportunities to your business interests.

Small groups mean that we address individual needs and scenarios and you'll leave armed with all the information and tools you will need to complete your application sensibly and accurately.

Who Should Attend:

- Training providers – business owners and administrators
- Training facilitators
- Assessors and moderators
- Skills Development Facilitators
- Internal training departments – managers and administrators
- Training material developers

One Day Workshop Outline:

- What exactly is the National Qualifications Framework?
- How are the impending changes and QCTO going to impact on us?
- Which SETA is the relevant SETA?
- SETA accreditation process
- Quality Management System
- Aligning a programme to the NQF
- Assessment & Moderation
- Learner Database
- Recognition of Prior Learning
- Certification
- Learnerships

Price:

R1950.00 (VAT Inclusive)

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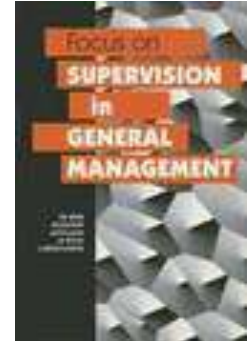
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SUPERVISION

SHORT PROGRAMMES: UPGRADE SKILLS AND KNOWLEDGE TO ENSURE SUCCESS IN A CHOSEN FIELD OF LEARNING (NON CREDIT BEARING).

The competent learner will be able to set up groups / teams and developing skills to train and develop their subordinates to make them part of the managerial process. Receive skills in decision making, organisation, motivation, budget control and personnel management.



Assessment:

An integrated assessment approach, using both formative and summative methods of assessments, is used. The activities will be completed in a portfolio of evidence.

Programme outline:

- Chapter 1 – An outline of Management
- Chapter 2 – Role of Supervisors in Management
- Chapter 3 – Planning
- Chapter 4 – Problem Solving & Decision Making
- Chapter 5 – Control
- Chapter 6 – Organising
- Chapter 7 – The Role of the Supervisor in Provision, Development & Maintenance of HR
- Chapter 8 – Leading

Certification:

On successful completion of the programme, the learner will receive a certification Short Programme Certificate in Supervision.

Duration:

The programme duration is 4 working days. Programmes are offered during the week, but special arrangements can be made on request.

Price:

R4 950.00 VAT Inclusive

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ECD NQF LEVEL 4

FURTHER EDUCATION AND TRAINING CERTIFICATE: EARLY CHILDHOOD DEVELOPMENT (SAQA US 58761 NQF LEVEL 4)

This is an entry-level Qualification for those who want to enter the field of Education, Training and Development, specifically within the sub-field of Early Childhood Development (ECD). This Qualification will enable you to facilitate the all-round development of young children in a manner that is sensitive to culture and individual needs (including special needs), and enable you to provide quality early childhood development services for children in a variety of contexts, including community-based services, ECD centres, at home and in institutions.

Entrance Requirements:

- Communication and Mathematical Literacy at NQF level 3 or equivalent.
- Second language at NQF level 2 or equivalent.
- NO MATRIC CERTIFICATE OR EQUIVALENT NEEDED TO REGISTER.

Duration:

10 months

Type of Learning:

Distance learning.

Theory:

1. Communicate in a variety of ways within Early Childhood Development and societal settings.
2. Use mathematics literacy in real life and education, training and development situations.
3. Plan and prepare for Early Childhood Development.
4. Facilitate and monitor the development of babies, toddlers and young children.
5. Provide care and support for babies, toddlers and young children.
6. First Aid Level 1 (2 day course)

Cost:

R 15 675.00 (VAT Inclusive)



ECD NQF LEVEL 5

NATIONAL DIPLOMA: EARLY CHILDHOOD DEVELOPMENT (SAQA US 23118 NQF LEVEL 5)

This qualification is designed to provide access to higher education for many experienced and skilled ECD practitioners and trainers who do not have recognised qualifications. This Higher Certificate in Early Childhood Development (ECD) will help you to develop your skills to provide appropriate education, training and development services in the ECD sub-field and enable you to use your knowledge of child growth and development from birth to nine years and relevant national policies to guide your professional practice.

Entrance Requirements:

Grade 12 certificate or equivalent.

Duration:

18 – 24 months.

Type of Learning:

Distance learning.

Theory:

1. Mediate active learning in an integrated and holistic learning programme.
2. Facilitate learning and development of children with barriers to learning and other special needs, including those coping with abuse and violence, within an inclusive anti-bias approach.
3. Promote the safety and healthy development of each child.
4. Work with colleagues, families and community systems to develop each child`s potential as fully as possible.
5. Manage a well-planned and organised learning programme to meet the needs of individual children within the framework of the national school curriculum (where appropriate).
6. Select and use appropriate methods and procedures for assessing children`s progress and reporting on this to parents.
7. Promote the development of high quality ECD programmes and services.
8. Communicate effectively for the purposes of academic study and professional practice.
9. Plan and implement appropriate learning activities and materials or management practices based on knowledge of the principles, processes and content of the chosen specialisation.
10. First Aid Level 1 (2 day course)

Cost:

R 19 440.00 (VAT Inclusive)

