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Accredited Training Courses

012 460 9585

info@assessortrainer.co.za

www.assessortrainer.co.za

We are an accredited training provider with the ETDP SETA.

ACCREDITATION AND TRAINING SERVICES (PTY) LTD

Company Registration No: 2009/004807/07

ETDP SETA Accreditation no: ETDP9952

Physical Address:

7 Van Wouw Street
GROENKLOOF
0181

Postal Address:

PO Box 95679
WATERKLOOF
0145

Contact Details:

Tel: 012 460 9585 / 0860 10 36 35

Email: info@assessortrainer.co.za

Website: www.assessortrainer.co.za

NATIONAL CERTIFICATE & DIPLOMA COURSES

ODETDP QUALIFICATION

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.

EARLY CHILDHOOD DEVELOPMENT

NATIONAL DIPLOMA: EARLY CHILDHOOD DEVELOPMENT, NQF LEVEL 5, MINIMUM 240 CREDITS

Early Childhood Development (ECD) is the all-round development of our children to help them to further develop into childhood and adulthood. The development of babies, toddlers and young children form the foundation for all further development that a child undergoes. Childcare services (day-care, pre-school, etc.) represent much more than a drop-off location for working parents, they play a very important part in the development of children. They give children an opportunity to engage in a variety of educational and social activities. During early childhood, rapid development (physical, cognitive, and emotional) takes place, this development is crucial in readying children for school. Children who are ready for school will be friendly, confident, and social; they will have good peer relationships, language skills and they will communicate well. School-ready children will be less likely to fail a grade and will perform better overall.

The Level 5 Diploma in ECD is targeted at practitioners teaching Gr. R learners. Once practitioners have completed this qualification, they are eligible to apply for Department of Basic Education vacant Grade R posts.

EARLY CHILDHOOD DEVELOPMENT

FURTHER EDUCATION AND TRAINING CERTIFICATE: EARLY CHILDHOOD DEVELOPMENT, NQF LEVEL 4, MINIMUM 140 CREDITS

Early Childhood Development (ECD) is the all-round development of our children to help them to further develop into childhood and adulthood. The development of babies, toddlers and young children form the foundation for all further development that a child undergoes. Childcare services (day-care, pre-school, etc.) represent much more than a drop-off location for working parents, they play a very important part in the development of children. They give children an opportunity to engage in a variety of educational and social activities. During early childhood, rapid development (physical, cognitive, and emotional) takes place, this development is crucial in readying children for school. Children who are ready for school will be friendly, confident, and social; they will have good peer relationships, language skills and they will communicate well. School-ready children will be less likely to fail a grade and will perform better overall.

The Level 4 FET Certificate in ECD is targeted at practitioners teaching Gr. R learners. Once practitioners have completed this qualification, they can further their studies by doing the Diploma course. Qualified ECD Practitioners are eligible to apply for Department of Basic Education vacant Grade R posts.

UNIT STANDARD BASED COURSES & SKILLS PROGRAMMES

ASSESSOR

SAQA 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.
- Review assessments.

Who this course will benefit:

- Managers.
- Trainers.
- Human Resource Managers.
- Supervisors.
- Facilitators.
- Coaches.
- Workplace Assessors.

Entrance Requirements:

Learner should have a good comprehension of English.

Duration:

4 Days.

Assessment:

Includes theory and practical work as well as formative and summative assessments. All your portfolio building is done within the 4 days training period.

DESIGN & DEVELOP ASSESSMENT

SAQA UNIT STANDARD (ID 115755): DESIGN AND DEVELOP CONDUCT 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.
- 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.
- Be competent in the relevant field in which they are designing assessments or have access to subject matter experts.
- Can analyse and interpret the relevant outcomes (or standards).

Duration:

4 Days.

Assessment:

Includes theory and practical work as well as formative and summative assessments. Portfolio building is done within the 4 days training period.

DESIGN & DEVELOP LEARNING PROGRAMMES

DDLDP SAQA UNIT STANDARDS: 123401, 123394, AND 123397, NQF LEVEL 5 AND 6, CREDITS 35

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 training programme, 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 development brief.
- 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.
- Be 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 can develop learning materials based on a given design.

Duration:

9 Days.

Assessment:

Includes theory and practical work. Portfolio building is not completed within the training period. PoE is completed at home.

FACILITATOR

SAQA 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.

Duration:

4 Days (includes portfolio building).

Assessment:

Includes theory and practical work as well as formative and summative assessments. Portfolio building is done within the 4 days training period and handed in at the end of the course.

FUNDAMENTALS

FUNDAMENTALS SAQA UNIT STANDARDS: 263976, 115789, 115790, NQF LEVEL 5, CREDITS 15

UNIT STANDARD (ID 263976): DEMONSTRATE UNDERSTANDING OF THE OUTCOMES-BASED EDUCATION AND TRAINING APPROACH WITHIN THE CONTEXT OF A NATIONAL QUALIFICATIONS FRAMEWORK, NQF LEVEL 5, CREDITS 5

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

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.

Assessment:

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

Duration:

5 Days

LEARNER SUPPORT

LP SAQA UNIT STANDARDS: 117865 AND 117874, NQF LEVEL 4 AND 5, CREDITS 11

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

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.
- 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.
- 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.
- 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.
- 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.

Assessment:

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

Duration:

5 Days.

MODERATOR

SAQA UNIT STANDARD (ID 115759): 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.
- Review moderation systems and processes.

Who this course will benefit:

- Managers.
- Trainers.
- Human Resource Managers.
- Assessment Designers.
- Facilitators.
- Coaches.
- Workplace Assessors.

Entrance Requirements:

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

Duration:

4 Days (includes portfolio building).

Assessment:

Includes theory and practical work as well as formative and summative assessments. Portfolio building is done within the 4 days training period and handed in at the end of the course.

ONE-TO-ONE TRAINING

SAQA 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 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 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.

SKILLS DEVELOPMENT FACILITATOR (SDF)

**SDF SAQA UNIT STANDARDS: 15217, 15218, 15221, 15227, 252041, 123396 AND 15232,
NQF LEVEL 4, 5 AND 6.**

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:

4 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.

WORKSHOP

ACCREDITATION HELP

NON-CREDIT BEARING

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.