

**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

Occupationally directed ETD Practitioners

Registered by Organising Field 05, Education, Training and Development, publishes the following qualification for public comment.

This notice contains the titles, fields, subfields, NQF levels, credits, and purpose of the qualification. The qualification can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the qualification should reach SAQA at the address *below and no later than 17 August 2006*. All correspondence should be marked **Standards Setting – SGB for Occupationally directed ETD Practitioners** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: dmphuthing@saga.co.za

S BHIKHA

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Diploma: Occupationally Directed Education Training and Development Practices

SAQA QUAL ID		QUALIFICATION TITLE	
50333		National Diploma: Occupationally Directed Education Training and Development Practices	
SGB NAME		ORGANISING FIELD ID	PROVIDER NAME
SGB Occupationally directed ETD Practitioners		5	
QUAL TYPE		ORGANISING FIELD DESCRIPTION	SUBFIELD
National Diploma		Education, Training and Development	Adult Learning
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	240	Level 5	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification is for those who want to build on a FETC 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. In particular, the Diploma will be useful for:

- > Needs analysts.
- > Learning facilitators.
- > Learning designers.
- > Assessors.
- > Learner and learning supporters.
- > Skills Development Facilitators.

The selections **will** enable the candidate to deepen their skills in four key areas as well as gain broader, more general competencies in other areas, in line with possible career opportunities or areas of interest.

Depending on areas of specialisation selected, recipients of this qualification will be able to:

- > 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.
- > Manage and administer education training and development.
- > Develop standards and qualifications.
- > Engage in general management activities.

Practitioners will generally carry out their role within the context of

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

Rationale:

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. In particular, all training fields require the services of those ETD practitioners who not only have a broad understanding and skills across all ETD roles, but with deeper skills in relation to a selection of several key ETD roles. Such practitioners will be able to provide leadership and management in relation to ETD practices, while providing specialist skills in key areas.

Learners who have completed the National Certificate: ODETD Level 5, will have demonstrated broad competence across all the ETD roles, and more specialised competence in at least one key ETD role. Learners who move on to this Diploma will further extend their skills and knowledge by demonstrating competence in at least four of the following ETD roles:

- > Learning design and development.
- > Learning facilitation.
- > Assessment.
- > ETD support.
- > Management.
- > Quality Assurance.
- > Skills Development facilitation.

This qualification will contribute towards the promotion of well designed and implemented outcomes-based approaches to learning design, facilitation and assessment, within the context of a quality assured system.

RECOGNIZE PREVIOUS LEARNING?

Y

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

Recognition of Prior Learning:

This qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined exit level outcomes and/or individual unit standards.

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.

Access to the qualification:

FETC or equivalent,

QUALIFICATION RULES

- > Fundamental: all 20 credits for Communications.
- > Core: all 76 core credits.
- > Elective: 144 credits must be achieved from the possible 247 credits. For the purposes of this qualification to be met, learners should seek to obtain all the elective credits from at least four Exit Level Outcomes and make up the rest of the credits from the unit standards associated with the remaining Exit Level Outcomes.

EXIT LEVEL OUTCOMES

1. Communicate in a variety of ETD settings.
2. Design and develop learning programmes and processes.

3. Facilitate and evaluate learning.
4. Engage in and promote assessment practices.
5. Provide learning support to learners and organisations.
6. Conduct skills development **facilitation**.
7. Manage and administer education training and development.
8. Engage in general management activities.

Critical Cross-Field Outcomes:

This qualification addresses the following Critical Cross-Field Outcomes:

- > Identifying and solving problems in relation to designing and organising learning opportunities and in relation to learner's difficulties within the ETD context.
- > Working effectively with others as a member of ETD teams in the analysis, design and delivery of ETD.
- > Organising and managing oneself and one's activities responsibly and effectively when preparing oneself, preparing learning resources and setting up the learning environment.
- > Collecting, analysing, organising and critically evaluating information about learners, learning needs, learning resources, organisational requirements and national ETD strategies.
- > Communicating effectively using visual, mathematical and/or language skills when presenting information to learners and discussing the subject matter.
- > Using science and technology effectively and critically, showing responsibility towards the environment and health of others, mainly in the application of occupation-related technology, but through the appropriate use of ETD-related technology.
- > Demonstrating an understanding of the world as a set of related systems, and in particular through the linking of ETD and practice within the occupational field.

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

- > Reflecting on and exploring a variety of strategies to learn more effectively.
- > Participating as responsible citizens in the life of **local**, national and global communities.
- > Being culturally and aesthetically sensitive across a range of social contexts.
- > Exploring education and career opportunities; and developing entrepreneurial opportunities.

ASSOCIATED ASSESSMENT CRITERIA

The purpose of the qualification is achieved via demonstration of competence in terms of the exit level outcomes, which in turn are a function of the associated unit standards. The unit standards associated with each exit level outcome form a coherent cluster, thus facilitating integrated assessment. The manner in which the unit standards have been clustered is outlined in the section on integrated assessment. Assessment criteria are provided for each exit level outcome mainly to address the need for evidence of integration of competencies.

1:

- > 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.

2:

- > 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.
- > Methodology used is consistent with the outcomes-based approach.
- > The design meets target audience needs, is appropriate to the subject matter and expected facilitator, and takes into account results from previous assessments of learners.
- > The design caters for learners with special needs.
- > Approaches used comply with adult learning principles and are suitable for achieving the defined outcomes.

- > The design includes evaluation strategies capable of revealing the value of programmes or interventions.
- > Learning and assessment design are compatible.
- > Presentation of materials is fit-for-purpose.

3:

- > 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 workplace.
- > Facilitation approach creates opportunities for assessment.
- > Facilitation is self-monitored and behaviour is modified to address weaknesses or difficulties.

4:

- > Assesseees are adequately supported, prepared and assisted in assessment and/or RPL processes, without compromising the assessment process or results.
- > Assessment instruments are fit-for-purpose and facilitate the integration of assessment in learning and work environments.
- > Assessment practices are in line with the principles of outcomes-based 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.

5:

- > 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 the objectives of learning and the principle of life-long learning.
- > Advice is helpful, realistic, relevant, valid, impartial and based on learner needs.

6:

- > 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 skills development plan.

7:

- > Records are clear, accessible, accurate and up to date.
- > Records meet the quality requirements of the organisation.
- > Plans address individual learning needs and are aligned with organisational strategic objectives.
- > Resources are allocated and used effectively and within budgets.

8:

- > Projects and activities are costed according to sound budgeting principles.
- > General management activities serve to make best use of diversity within the workplace.
- > Management activities enhance organisational productivity.
- > Team building activities facilitate the achievement of set goals and objectives.
- > Team members are empowered by building on strengths and providing scope for development.
- > Conflicts are dealt with according to established conflict management principles and in line with organisational policies and procedures.

Integrated assessment:

Evidence of integration will be gained by designing and conducting assessments that ensure the unit standards are assessed in clusters linked to each exit level outcome as identified below. Assessors are to

be guided by the detailed specifications indicated in each of the identified unit standards, and further guided by the assessment criteria specified for each exit level outcome, all within the context of an active ETD environment, dealing with divergent and random demands related to ETD.

Assessors should note that evidence of integration may be presented by learners when being assessed against the unit standards * thus there should not necessarily be separate assessments for each unit standard and then further assessment for integration at exit level outcome level. Well designed assessments, including formative and summative, should make it possible to gain evidence against the requirements of each unit standard while at the same time gaining evidence of integration at exit level outcome level.

For the purposes of integration, assessment should be guided by the following relationships between each exit level outcome and the associated unit standards:

> Exit Level Outcome 2:

> Core Unit Standards:

- > Define target audience profiles and skills gaps.

> Elective Unit Standards:

- > Develop outcomes-based learning programmes.
- > Supervise a project team of a developmental project to deliver project objectives.
- > Develop learning styles for facilitation of learning of people who are blind or partially sighted.
- > Devise interventions for learners who have special needs.
- > Design outcomes-based learning programmes.
- > Design and develop qualifications for assessment, education, training and development.
- > Define standards for assessment, education, training and development.

> Exit Level Outcome 3:

> Core Unit Standards:

- > Facilitate learning using a variety of given methodologies.
- > Facilitate the transfer and application of learning in the workplace.
- > Evaluate a learning intervention using given evaluation instruments.
- > Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework.

> Elective Unit Standards:

- > Demonstrate understanding of the concept of human rights and democracy and its application in society.
- > Select learning support materials and assistive technology for inclusive settings.
- > Identify and respond to learners with special needs and barriers to learning.
- > Evaluate and promote ETD providers, services and products for organisational use.

> Exit Level Outcome 4:

> Core Unit Standards:

- > Conduct outcomes-based assessments.

> Elective Unit Standards:

- > Design and develop outcomes-based assessments.
- > Conduct moderation of outcomes-based assessments.

> Exit Level Outcome 5:

> Core Unit Standards:

- > Assist and support learners to manage their learning experiences.
- > Guide learners about their learning, assessment and recognition opportunities.

> Elective Unit Standards:

- > Support marginalised, "at risk" and vulnerable individuals and groups and identify appropriate referral services.
- > Demonstrate knowledge of Deaf culture, the Deaf community and technology, services and education for the Deaf in South Africa.

> Exit Level Outcome 6:

- > Core Unit Standards:
 - > Provide information and advice regarding skills development and related issues.
- > Elective Unit Standards:
 - > Promote a learning culture in an organisation.
 - > Develop an organisational training and development plan.
 - > Coordinate planned skills development interventions in an organisation.
 - > Conduct an analysis to determine outcomes of learning for SD and other purposes.
 - > Advise on the establishment and implementation of a quality management system for skills development practices in an organisation.
- > Exit Level Outcome 7:
 - > Core Unit Standards:
 - > Conduct skills development administration.
 - > Elective Unit Standards:
 - > Manage the capture, storage and retrieval of human resource information using an information system.
 - > Manage learner information using an information management system.
 - > Manage the design, development and review of a human resource information system.
- > Exit Level Outcome 8:
 - > Core Unit Standards:
 - > Build teams to meet set goals and objectives.
 - > Harness diversity and build on strengths of a diverse working environment.
 - > Elective Unit Standards:
 - > Identify and measure the factors that influence productivity.
 - > Coordinate the improvement of productivity within a functional unit.
 - > Record, analyse and prepare cost information.
 - > Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks.
 - > Recruit and select candidates to fill defined positions.
 - > Interpret and manage conflicts within the workplace.
 - > Manage individual careers.

Assessment should be in accordance with the following general and specific principles:

- > The initial assessment activities should focus on gathering evidence in terms of the exit level outcomes and the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. Where assessment at title level is unmanageable, then the assessment can focus on each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- > Evidence must be gathered across the entire range specified in each unit standard, as applicable. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to prove that the candidate is able to perform in the real situation.
- > All assessments should be conducted in accordance with the following universally accepted principles of assessment
 - > Use appropriate, fair and manageable methods that are integrated into real work-related or learning situations.
 - > Judge evidence on the basis of its validity, currency, authenticity and sufficiency.
 - > Ensure assessment processes are systematic, open and consistent.

INTERNATIONAL COMPARABILITY

International qualifications were examined to ensure that the qualification structure and unit standards in the NDip ODETD L5 are comparable in terms of level, scope and competencies covered. Qualifications and/or programmes from Singapore, the United Kingdom, United States of America, Australia and New Zealand were selected based on proven best practice within the field of Education and Training. The findings regarding comparisons are as follows:

- > Singapore:

The NDip ODETD L5 compares favourably in terms of purpose and outcomes with the University Of Melbourne, Asia Graduate Certificate and Diploma in Training and Development and the Singapore Training and Development Association Professional Diploma in Training and Development. The correlation is very close in terms of the design, development, facilitation and assessment outcomes.

> United Kingdom:

There is a close correlation between the NDip ODETD L5 and the University of Leicester Diploma in Training and Development, Civil Service College Advanced Diploma in Training and development.

> United States of America:

The NDip ODETD L5 compares favourably in terms of purpose, entry level and outcomes with the Texas A&M University Corpus Christi Graduate Courses in Occupational Training and Development and the ASTD Learning Certificate Programme. (The term 'certificate', appears to be at the level of the SA Diploma). For the first time in the ASTD qualifications, we see assessment being introduced at this level. Greater emphasis is placed on best practice at this level within the ASTD qualification, whereas it is only dealt with at Level 6 in the SA qualification. There is far greater emphasis on learner support and assisting learners to manage their learning experiences in the SA qualification than there is in the ASTD qualification. SA is more aligned in this regard with the City and Guilds International Diploma in Training and Teaching. ASTD merely focuses on learner styles and how the different styles of learning need to be considered in instructional design. No emphasis is placed on defining standards and qualifications in the ASTD qualification. An outline of comparability is given below:

> NDip ODETD L5:

> Demonstrate understanding of outcomes based ETD, human rights and democracy.

> ASTD Learning Certificate Programme:

> Understand the best practices in needs assessment methodologies and learning needs identification, adult learning theory, learning design theory, learning technologies, learning information systems, and marketplace resources (note: programme stated outcomes based ETD).

> NDip ODETD L5:

> Provide learner support to learners and organisations.

> ASTD Learning Certificate Programme:

> Prepare effectively for a learner-focused training delivery and transfer of the learning to the workplace.

> NDip ODETD L5:

> Design and develop learning programmes and processes.

> ASTD Learning Certificate Programme:

> Create a design document and a complete lesson package including participant guide, instructor guide, and other necessary materials.

> NDip ODETD L5:

> Facilitate and evaluate learning.

> ASTD Learning Certificate Programme:

> Measure and evaluate learning solutions and other interventions.

> NDip ODETD L5:

> Engage in and promote assessment practices.

> ASTD Learning Certificate Programme:

> Identify and describe the various types of assessments.

> NDip ODETD L5:

> Conduct skills development facilitation.

> ASTD Learning Certificate Programme:

> Measure and evaluate learning solutions and other interventions.

> NDip ODETD L5:

> Manage and administer ETD.

> ASTD Learning Certificate Programme:

> Understand the current and evolving role of the learning manager in challenging environments.

> NDip ODETD L5:

> Define and evaluate standards and qualifications.

> ASTD Learning Certificate Programme:

> N/A.

> NDip ODETD L5:

- > Engage in general management objectives.
- > ASTD Learning Certificate Programme:
 - > Establish a vision by creating a compelling picture of how the learning function improves business performance and enables execution of organizational strategy and partner with business leaders to advocate improving performance through learning.
 - > Establish strategies; develop long-range learning, development, and human performance initiatives to implement the vision; understand what drives business and how the learning function can best add value.
 - > Run the learning function like a business by converting strategies into **action** plans reconciled with **real**-life constraints, develop and monitor budgets, and understand staffing and resource deployment.

The NDip ODETD L5 is very well matched to the USA qualification by the International Board of Standards for Training and Instruction, except once again in the area of learner support. This USA qualification also does not make mention of outcomes based training, and merely speaks of "current theory". No mention is made in the US qualification on standards and qualifications. In this qualification assessment is included. The standards are well aligned in terms of design, delivery, evaluation and assessment. A comparison of key outcomes is given below:

> NDip ODETD L5:

- > Provide learner support to learners and organisations.
- > International Board of standards for training and instruction:
 - > Respond appropriately to learners' needs for **clarification** or feedback.

> NDip ODETD L5:

- > Design and develop learning programmes and processes.
- > International Board of standards for training and instruction:
 - > Identify and describe target population characteristics.
 - > Design a curriculum or programme.
 - > Apply current research and theory to the practice of instructional design.

> NDip ODETD L5:

- > Facilitate and evaluate learning.
- > International Board of standards for training and instruction:
 - > Demonstrate effective facilitation skills.
 - > Prepare for instruction.
 - > Demonstrate effective facilitation skills.
 - > Evaluate instructional effectiveness.
 - > Evaluate and assess instruction and its impact

> NDip ODETD L5:

- > Engage in and promote assessment practices.
- > International Board of standards for training and instruction:
 - > Assess learning and performance.

> NDip ODETD L5:

- > Conduct skills development facilitation.
- > Manage and administer ETD.
- > International Board of standards for training and instruction:
 - > Manage an environment that fosters learning and performance.
 - > Develop and monitor a strategic training plan.
 - > Apply management skills to the training function.
 - > Report on evaluation information.
 - > Maintain networks to advocate for and support the training function.
 - > Update and improve professional and business knowledge, skills, and attitudes.

> NDip ODETD L5:

- > Define and evaluate standards and qualifications.
- > International Board of standards for training and instruction:
 - > N/A.

> NDip ODETD L5:

- > Engage in general management objectives.
- > International Board of standards for training and instruction:
 - > Apply leadership skills to the training function.

- > Apply management skills to the training function.
- > Apply business skills to the training function.
- > Implement knowledge management solutions.

> Australia:

The NDip ODETD L5 has a very close match in terms of the key roles and levels with the AQF Diploma of Training and Assessment Systems.

> New Zealand:

Comparisons against the Christchurch College of Education Diploma in Adult Teaching and Learning and the NZQA National Certificate in Adult Education and Training (Level 5).

> Summary concerning comparability:

The NDip ODETD L5 compares favourably with a wide selection of international qualifications as identified above, providing a mix of mandatory and optional units that enable candidates to tailor the qualifications to their particular role. Where outcomes or competencies are identified within the international qualifications, they are generally comparable to the South African qualifications in terms of levels and range of competencies covered.

ARTICULATION OPTIONS

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

- > **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.

MODERATION OPTIONS

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
core	15227 Conduct skills development administration in an organisation	Level 4	4	Registered
Core	117865 Assist and support learners to manage their learning experiences	Level 4	5	Registered
Core	123396 Define target audience profiles and skills gaps	Level 4	6	Draft - Prep for P Comment
Core	15221 Provide information and advice regarding skills development and related issues	Level 5	4	Registered
Core	15233 Harness diversity and build on strengths of a diverse working environment	Level 5	3	Reregistered
Core	15237 Build teams to meet set goals and objectives	Level 5	3	Reregistered

core	114924 Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework	Level 5	5	Registered
core	115753 Conduc outcomes-based assessment	Level 5	15	Registered
core	117871 Facilitate learning using a variety of given methodologies	Level 5	10	Registered
Core	117874 Guide learners about their learning, assessment and recognition opportunities	Level 5	6	Registered
Core	123397 Evaluate a learning intervention using given evaluation instruments	Level 5	10	Draft - Prep for P Comment
Core	123398 Facilitate the transfer and application of learning in the workplace	Level 5	5	Draft - Prep for P Comment
Elective	114878 Identify and measure the factors that influence productivity	Level 4	10	Registered
Elective	114884 Co-ordinate the improvement of productivity within a functional unit	Level 4	8	Registered
Elective	115073 Demonstrate knowledge of Deaf culture, the Deaf community and technology, services and education for the Deaf in South Africa	Level 4	8	Registered
Elective	119274 Select learning support materials and assistive technology for inclusive settings	Level 4	12	Registered *
Elective	119721 Support marginalised, 'at risk' and vulnerable individuals and groups and identify appropriate referral services	Level 4	8	Registered
Elective	10146 Supervise a project team of a developmental project to deliver project objectives	Level 5	14	Reregistered
Elective	10171 Manage the capture, storage and retrieval of human resources information using an information system	Level 5	3	Reregistered
Elective	10294 Identify and respond to learners with special needs and barriers to learning	Level 5	10	Reregistered
Elective	11906 Manage the design, development and review of a human resource information system	Level 5	3	Reregistered
Elective	12140 Recruit and select candidates to fill defined positions	Level 5	9	Reregistered
Elective	12996 Record, analyse and prepare cost information	Level 5	10	Reregistered
Elective	15217 Develop an organisational training and development plan	Level 5	6	Registered
Elective	15222 Promote a learning culture in an organisation	Level 5	3	Registered
Elective	15224 Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks	Level 5	4	Reregistered
Elective	15228 Advise on the establishment and implementation of a quality management system for skills development practices in an organisation	Level 5	10	Registered
Elective	15232 Coordinate planned skills development interventions in an organisation	Level 5	6	Registered
Elective	114226 Interpret and manage conflicts within the workplace	Level 5	8	Registered
Elective	114925 Manage learner information using an information management system	Level 5	4	Registered
Elective	117092 Develop learning styles for facilitation of learning of people who are blind or partially sighted	Level 5	15	Registered
Elective	119665 Demonstrate understanding of the concept of human rights and democracy and its application in society	Level 5	12	Registered
Elective	123394 Develop outcomes-based learning programmes	Level 5	10	Draft - Prep for P Comment
Elective	10305 Devise interventions for learners who have special needs	Level 6	16	Reregistered
Elective	15218 Conduc an analysis to determine outcomes of learning for skills development and other purposes	Level 6	4	Registered
Elective	115755 Design and develop outcomes-based assessments	Level 6	10	Registered
Elective	115759 Conduc moderation of outcomes-based assessments	Level 6	10	Registered
Elective	117856 Define standards for assessment, education, training, and development	Level 6	8	Registered
Elective	117858 Design and develop qualifications for assessment education, training and development	Level 6	6	Registered
Elective	123400 Evaluate and promote education training and development (ETD) providers, services and products for organisational use	Level 6	5	Draft - Prep for P Comment
Elective	123401 Design outcomes-based learning programmes	Level 6	15	Draft - Prep for P Comment
Fundamental	115789 Sustain oral interaction across a wide range of contexts and critically evaluate spoken texts	Level 5	5	Registered
Fundamental	115790 Write and present for a wide range of purposes, audiences and contexts	Level 5	5	Registered
Fundamental	115791 Use language and communication strategies for vocational and occupational learning	Level 5	5	Registered
Fundamental	115792 Access, process, adapt and use data from a wide range of texts	Level 5	5	Registered