

Skills Development Practitioner

A Skills Development Practitioner plans for, conducts and administers skills development planning in an occupational context.



Designed and developed by Pro-Active College, this skills programme is accredited with QCTO ID/OFO Code: SP-220321



NQF Level 5
Credits: 40
Contact session: 5 days



How to become a Skills Development Practitioner:

1. Register and attend this skills programme
2. Successfully complete the following modules:
 - a. Knowledge Module
 - b. Practical Module
 - c. Workplace Module
3. Compile and submit Portfolio of Evidence for assessment.
4. Successfully complete the final summative assessment (FISA)



CERTIFICATION

The QCTO will issue a certificate after successfully completion of the FISA exam

TARGET GROUP

This skills programme is designed for the private and public sector and is aimed at providing the learner with knowledge and skills on planning for, conducting and administering skills development planning in an occupational context.

ENTRY REQUIREMENTS

Competent in communication (NQF level 4)

ASSESSMENT

The Portfolio of Evidence includes formal assessments as well as the internal summative assessments. Formal assessments refer to the class activities that serve to practice specific skills that are required from learners. Internal summative assessments need to be completed upon the conclusion of the module.

After completion of the knowledge and practical modules, the learner will be required to complete a work experience module which is achieved through exposure in a suitable work environment.

Once the work experience module has been completed the learner will submit a portfolio of evidence. If found competent, the learner will receive a Statement of Results which will give the learner entrance to the FISA exam

ABOUT US

Pro-Active College excels in the education, training and development of public and private sector officials. With its strong focus on practical workplace skills, Pro-Active College strives to facilitate measurable improvements in the productivity of client organisations.

Knowledge, Practical skills and Work Experience

Module Alignment

This program is aligned with the following standards:

| Knowledge, Practical Skill and Work Experience Module Title | ID |
|--|-----------------|
| The statutory learning and development environment | 242401001-KM-01 |
| Organisational learning and development needs analysis | 242401001-KM-03 |
| Workplace learning and development planning, evaluation and reporting | 242401001-KM-06 |
| Plan, conduct and report on a learning and development needs analysis | 242401001-PM-02 |
| Evaluate the impact of learning within an occupational context | 242401001-PM-07 |
| Conduct skills development facilitation processes as required for mandatory grant payments | 242401001-WM-02 |
| Conduct an evaluation of the impact of learning within an occupational context | 242401001-WM-07 |

PROGRAMME OUTLINE



Learning unit 1

THE STATUTORY LEARNING AND DEVELOPMENT ENVIRONMENT IN SOUTH AFRICA

1. THE STATUTORY FRAMEWORK THAT GOVERNS THE SOUTH AFRICAN QUALIFICATION AUTHORITY

- 1.1. HISTORIC DEVELOPMENTS
- 1.2. THE SOUTH AFRICAN QUALIFICATIONS AUTHORITY
- 1.3. QUALITY COUNCILS
- 1.4. SAQA REGISTERED QUALIFICATIONS
- 1.5. SAQA KEY POLICIES
- 1.6. THE NATIONAL QUALIFICATIONS FRAMEWORK
- 1.7. WORKPLACE INTEGRATED LEARNING
- 1.8. LIFELONG LEARNING
- 1.9. EDUCATION AND TRAINING QUALITY ASSURERS (ETQAS)

2. THE STATUTORY AND REGULATORY FRAMEWORK THAT GOVERNS THE OCCUPATIONAL SKILLS DEVELOPMENT ENVIRONMENT

- 2.1. OVERVIEW OF THE STATUTORY AND REGULATORY FRAMEWORK
- 2.2. SECTOR EDUCATION AND TRAINING REPRESENTATIVE BODIES
- 2.3. LEARNING PROGRAMS, DELIVERY MODELS AND POLICIES

3. THE STATUTORY AND REGULATORY FRAMEWORK THAT GOVERNS SKILLS DEVELOPMENT FUNDING

- 3.1. THE LEGISLATIVE AND REGULATORY FRAMEWORK
- 3.2. LEVY PAYMENT AND DISTRIBUTION PROVISIONS

4. NATIONAL OCCUPATIONAL SKILLS DEVELOPMENT STRUCTURES, POLICIES AND PRIORITIES

- 4.1. THE NATIONAL SKILLS FUND
- 4.2. THE NATIONAL SKILLS DEVELOPMENT STRATEGY
- 4.3. NATIONAL TRANSFORMATIONAL FRAMEWORKS, PLANS AND DOCUMENTS

Learning unit 2

SKILLS DEVELOPMENT AND RELATED ISSUES

1. THE ORIGIN OF OBET
2. QUALIFICATIONS AND SKILLS PROGRAMMES
3. THE SKILLS DEVELOPMENT FACILITATOR

Learning unit 3

PERFORM A SKILLS AUDIT AND DEVELOP A WORKPLACE SKILLS PLAN

1. SKILLS DEVELOPMENT - an introduction
2. SETTING UP THE TRAINING COMMITTEE
3. REGISTER THE EMPLOYER FOR SDL PURPOSES

- 4.1 Train or source people to perform the skills audit
- 4.2 Develop an action plan to perform a skills audit
- 4.3 Identify the jobs and job categories as well as employees per job
- 4.4 Identify the OFO codes for the jobs / job categories
- 4.5 Identify job profiles in terms of race, gender, disability and job category (Employment Equity)
- 4.6 Identify methods that will be used during the skills audit process
- 4.7 Develop documents to record information.
- 4.8 Record skills audit results and identify the training needs

5. INTERVENTIONS AND RESOURCE REQUIREMENTS

- 5.1. Types of interventions
- 5.2. Selecting the most appropriate training provider
- 5.3. The training budget
- 5.4. SKILLS PRIORITIES

6. THE TRAINING AND DEVELOPMENT PLAN

7. KEEPING RECORD

Learning unit 4

CONDUCT SKILLS DEVELOPMENT ADMINISTRATION AND REPORT ON SKILLS DEVELOPMENT ACTIVITIES

1. PLANNING AND ORGANISING LEARNING INTERVENTIONS

- 1.1. PROMOTING INTERVENTIONS
- 1.2. SCHEDULING INTERVENTIONS
- 1.3. IDENTIFY LEARNERS
- 1.4. MAKE LOGISTICAL ARRANGEMENTS

2. REVIEW AND REPORT ON LEARNING INTERVENTIONS

- 2.1. EVALUATION BY LEARNERS
- 2.2. EVALUATION BY THE SDF

3. REPORTING ON SKILLS DEVELOPMENT ACTIVITIES

- 3.1. THE TRAINING BUDGET REPORT
- 3.2. THE ANNUAL TRAINING REPORT (ATR)
- 3.3. ORGANISATIONAL REPORTING REQUIREMENTS
- 3.4. INFORMATION MANAGEMENT SYSTEMS

Learning unit 5

PROMOTE A LEARNING CULTURE WITHIN THE ORGANISATION

1. ORGANISATIONAL CHANGE AND LEARNING

- 1.1. DEFINITIONS
- 1.2. ORGANISATIONAL CHANGE
- 1.3. ORGANISATIONAL DEVELOPMENT

2. LEARNING CULTURE

- 2.1. WHAT IS THE CURRENT STATUS OF THE LEARNING CULTURE WITHIN THE ORGANISATION?
- 2.2. INDICATORS OF THE STATUS OF LEARNING AND THE LEARNING CULTURE
- 2.3. EXPLANATIONS FOR THE CURRENT STATUS OF THE LEARNING CULTURE

3. ORGANISATIONAL AND INDIVIDUAL GOALS

4. OBJECTIVES OF PROMOTION STRATEGIES

5. FORMULATING STRATEGIES

6. STRATEGIC CHOICE AND ORGANISATIONAL STRUCTURE

7. STRATEGY IMPLEMENTATION AND EVALUATION

