



Professional Development and Education Handbook 2018



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ACRONYMS

ASDSA	Association for Skills Development in South Africa
CMI	Chartered Management Institute
CPD	Continuing Professional Development
ETD	Education, Training and Development
ETQA	Education and Training Quality Assurer
HR	Human Resource/s
HRD	Human Resource Development
IC	Institute of Consultants
NQF	National Qualifications Framework
OFO	Organising Framework for Occupations
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SABPP	South African Board for People Practices
SAQA	South Africa Qualifications Authority
SARS	South African Revenue Services
SDF	Skills Development Facilitator
WSP	Workplace Skills Plan



GLOSSARY OF TERMS

TERM	DESCRIPTION
Applicant	Individual applying to register for a professional designation.
Candidate	Individual already registered for assessment as part of the application for the award of a professional designation, but who is still busy completing the evidence that will be considered during the assessment.
Continuing Professional Development (CPD)	“A range of learning activities through which professionals ensure that they retain their capacity to practice safely, effectively and legally within their scope of practice.” (SAQA, Standard Glossary of Terms, November 2014)
Designated member	Member of the ASDSA that has attained a professional designation managed by the ASDSA.
Member	Member of the ASDSA.
Quality assurance	The maintenance of a desired level of quality in a service or product, especially by means of attention to every stage of the process of delivery or production.
Recognition of Prior Learning (RPL)	Recognition of Prior Learning is a process through which formal, non-formal and informal learning are measured, mediated for recognition across different contexts and certified against the requirements for credit, access, inclusion or advancement in the formal education and training system or workplace.
Section 21 Company	Section 21 of the Companies Act 61 of 1973 allows for a 'not-for-profit company' or 'association incorporated not for gain'. Section 21 companies resemble business oriented (for profit) companies in their legal structure, but do not have a share capital and cannot distribute shares or pay dividends to their members.
Workplace Skills Planning process	The process involves engagement between employers and employees within companies that are registered with Sector Education and Training Authorities (SETAs), with Skills Development Facilitators and members of related professions acting as “process engineers” rather than participants.



1. Introduction to the ASDSA

The Association for Skills Development in South Africa (ASDSA) is a Section 21 company and professional body (SAQA registration number: 866) – see Addendum A, that represents skills development practitioners and skills development administrators, which includes facilitators, assessors, moderators and training providers.

The ASDSA has branches in Gauteng, the Western Cape and KwaZulu-Natal, with satellite structures in Mpumalanga, Free State, North Cape, Southern Cape and Eastern Cape (Port Elizabeth and East London).

Members are required to abide by a Code of Conduct (See Addendum F).

1.1 Vision

The Vision of the Association for Skills Development in South Africa (ASDSA) is to seek, to establish and to maintain the credibility of the skills development profession, regardless of the industrial sector.

1.2 Mission

Our Mission is to:

- Grow our individual and corporate membership
- Develop and implement a professional designation certification programme for skills development professionals
- Develop and implement a continuous professional development programme so that the skills development professionals can maintain currency in developments and initiatives in this field
- Be represented on business and labour forums
- Develop a qualifications framework
- Represent members' skills related interests
- Support, assist and provide knowledge and information that is required by members in order to fulfil their corporate socio-economic and community responsibilities
- Uphold a Code of Conduct

1.3 Our Values

Membership is restricted to individuals, since organisational stakeholders – both employer and employee – are represented in the Sector Education and Training Authority (SETA) structures. The members of the Association are drawn from all socio-economic sectors and subscribe to the following core values:

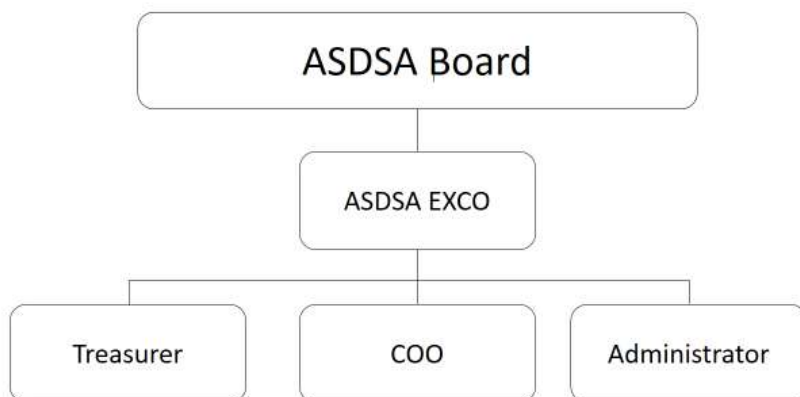
- Professionalism
- Integrity
- Honesty
- Client focus
- Quality

By upholding of a Code of Conduct Members are required to abide by a Code of Conduct.



1.4 Governance of the ASDSA

The ASDSA head office is based in the Western Cape. The association is managed by the office administrators and supported by an active Board of Directors.



Names of current office bearers are listed in Addendum H.

1.5 Affiliations with other Professional Bodies

The ASDSA works closely with the South African Board for People Practices (SABPP). Much work has been done to align and integrate the practices of skills development practitioners with that of Human Resource (HR) practitioners.

<p>About SABPP</p>	<p>The Board is an accredited ETQA (Education and Training Quality Assurance body) under the SAQA Act and thus a statutory body. The SABPP was established in 1982. Over the 30 years, the SABPP has registered over 8 000 HR professionals at the various registration levels</p>
<p>Four focus areas</p>	<p>HR professional services and standards</p> <ul style="list-style-type: none"> • Learning and quality assurance • Research • Stakeholder relations
<p>Professional designations</p>	<p>Six Professional Designations:</p> <ul style="list-style-type: none"> • Master HR Professional • HR Professional • HR Technician • Chartered HR Professional • HR Associate • Candidate



The long-standing relationship with the SABPP has served well to ensure that the functions of the skills development practitioners are incorporated into the qualifications achieved by personnel practitioners. It has also played a role in raising the profile of skills development practitioners – a constant effort in positioning these practitioners as strategic to the delivery of effective development and education in the workplace.

1.6 Affiliations with International bodies

The ASDSA works with a few international associations and professional bodies including:

- Institute of Consulting (IC) – www.iconconsulting.org.uk
- Chartered Management Institute (CMI) – www.managers.org.uk
- City & Guilds - <http://www.i-l-m.com/>.



The nature of the work of a skills development practitioner relates very closely to the work done by a consultant. The relationship with IC is about benchmarking the business consulting skills of skills development practitioners against international best practice.



The Chartered management Institute offers the manager the opportunity to excel in his / her field through education (qualifications), training (short courses, workshops and seminars) and professional certification (Chartered Manager).



City & guilds are the leading skills development organisation, providing services to training providers, employers, and trainees across a variety of sectors to meet the needs of today's workplace. Their qualifications are valued by employers across the world, helping individuals develop their talents and abilities for career progression.

1.7 Alignment to National Qualifications Framework

The ASDSA has made every effort to remain abreast and participate in the establishment of the National Qualifications Framework (NQF) and the evolution of the education and training framework over the past 13 years.

The ASDSA has submitted various papers in response to gazetted policy and guidelines that affect the work of skills development practitioners. In this way, ASDSA has ensured that the voice of practitioners in skills development is heard when finalising policy.

1.7.1 Qualifications and Unit Standards

Skills Development Facilitators (SDF) were the key agents of skills development during the initial introduction of the skills development legislation in South Africa.

There are no full qualifications related to this occupation. However, various qualifications include some of the unit standards required to qualify as a SDF.



The seven **unit-standards** that set out the skills required by a competent SDF are included in at least two nationally recognized qualifications, namely:

- National Certificate: Occupationally Directed Education, Training and Development Practices (SAQA ID 50331)
- National Diploma: Human Resources Management and Practices (SAQA ID 61592).

The seven unit-standards are:

- Develop an organisational training and development plan (SAQA ID. 15217)
- Conduct an analysis to determine outcomes of learning for skills development and other purposes (SAQA ID. 15218)
- Provide information and advice regarding skills development and related issues (SAQA ID. 15221)
- Promote a learning culture in the organisation (SAQA ID. 25204)
- Conduct skills development administration in an organisation (SAQA ID. 15227)
- Advise on the establishment and implementation of a quality management system for skills development practices in an organisation (SAQA ID. 15228)
- Coordinate planned skills development interventions in an organisation (SAQA ID. 15232).

1.7.2 Organising Framework for Occupations (OFO) Profiles

Two Organising Framework for Occupations (OFO) profiles, have been developed for occupations related to skills development, namely:

- Skills Development Administrator (OFO ID. 441602)
- Skills Development Facilitator / Practitioner (OFO ID: 242302).

Alternative titles for these occupations include:

- Skills development planner
- Human Resource Development practitioner
- Human asset development planner
- Training analyst, and
- Enterprise resource planner.

The competences included in the OFO profiles are integrated into the professional certification standards set by the ASDSA.

2. Professional Recognition

Ensuring the skills development practitioners are suitably qualified to perform the job that they are appointed to do is one of the main drivers of the activities of the ASDSA. The way in which this is to be managed, is through the introduction of professional designations at different levels, namely:



OFO	Professional Designation	NQF Level
Skills Development Administrator	Skills Development Technician	4
Skills Development Facilitator / Practitioner	Skills Development Practitioner	5 or 6
	Skills Development Master	7 or 8

ASDSA is has established the evaluation programmes and processes that facilitate the awarding of the professional designations at three levels, namely:

- Skills Development Technician
- Skills Development Practitioner, and
- Skills Development Master.

2.1 Benefits of Professional Designations

Various benefits arise from the awarding of professional designations to practitioners.

Benefits for employers:

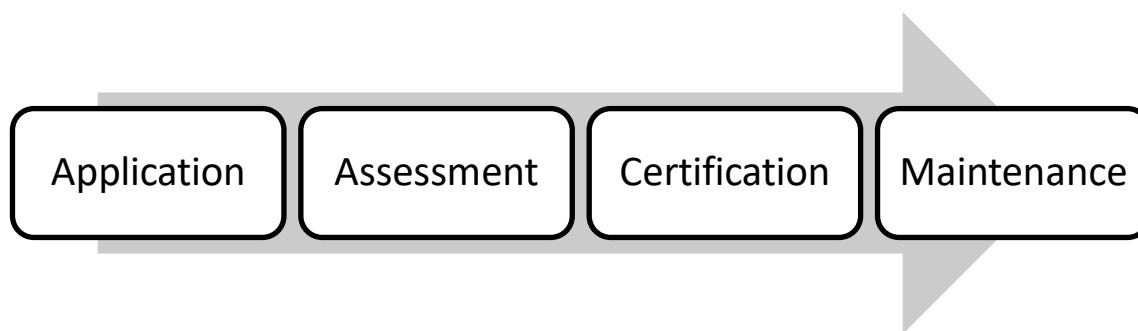
- Confidence in performance: Employers can trust the skills development Technician, Practitioner or Master to deliver a high standard of performance
- Commitment: It reduces the risk to the organisation's reputation through the commitment of the designated professional to the Code of Conduct
- Competence: It proves that the designated professional has successfully put theory into practice
- Assurance: It provides assurance that the designated professional has the relevant skills to deliver a continual, positive impact.

Benefits for practitioners:

- Increased marketability
- Improved performance
- Ability to access networks of other practitioners
- Access to up to date information on trends and changes in the field
- Provides a professional status and independent endorsement of the ability to perform as skills development Technician, Practitioner or Master
- Demonstrates competence to supplement functional skills, setting the designated professional apart and enhances employability
- Increases confidence to make the right decisions to deliver success
- Proves that the designated professional possesses transferable skills that boost the prospects of employment and progression.

2.2 Certification Processes

Gaining and maintaining a professional designation through the ASDSA involves four steps.



Step	Activity	Description
1	Application to qualify	The practitioner needs to apply to be allowed to participate in the assessment against the professional designation standard. For the application to be successful, the applicant will need to meet qualifying criteria.
2	Assessment	<p>The successful candidate now participates in the assessment against the professional designation standard. Each professional designation has its own assessment, and this is described in the following section.</p> <p>The assessment forms the heart of the process required to gain recognition against the professional designation. The candidate must be confident that he/she would be able to present evidence of his/her competence against the standard before applying to participate in the evaluation programme.</p> <p>It is important to note that the purpose of awarding a professional designation is to testify to the individual's abilities beyond the qualification or part qualification that is required to perform this job. The assessment is therefore aimed at presenting evidence of the candidate's ability to apply his/her theoretical knowledge in the workplace and to achieve the performance standards required by the job that he/she are performing.</p>
3	Certification	<p>The successful candidate is deemed competent against the professional designation standard. Each candidate is then issued with a certificate indicating that the professional designation has been conferred on him/her. The candidate is also required to undertake regular CPD activities to comply with the requirements for maintaining the status awarded.</p> <p>Once the Certification Committee approves the certification of an individual, then:</p> <ul style="list-style-type: none"> • His / her professional designation certification is issued • His / her name is added to the national register • His / her membership type is updated accordingly.
4	Maintenance of the designation	<p>The maintenance of the professional designation requires that the designated professional:</p> <ul style="list-style-type: none"> • Pays his/her annual membership fees • Complies with the Continuing Professional Development (CPD) requirements, and • Subscribes to the Code of conduct. <p>Failure to comply with these requirements could result in the professional designation being revoked.</p>



The four steps to be followed for each of the professional designations offered by the ASDSA are detailed in the following section for each of the three designations.

2.3 The nature and benefits of CPD

Continuing Professional Development is “A range of learning activities through which professionals ensure that they retain their capacity to practice safely, effectively and legally within their scope of practice.” (SAQA, Standard Glossary of Terms, November 2014)

The benefits of CPD are indicated in the diagram below.



3. Skills Development Technician

A Skills Development Technician is an administrator that has worked on skills development for the period of 3 years and is able to develop an organisational training and development plan; provide information and advice regarding skills development related issues; and, is able to conduct skills development administration in an organisation.



3.1 Application

In order for an individual to apply for the Skills Development Technician professional designation, she or he must have:

- A minimum of **3** years' experience as administrator in the field of skills development, Human Resource Development (HRD), business advising, or related environment, and,
- Have been deemed competent against the outcomes of the following unit standards:
 - 15221 - Provide information and advice regarding skills development and related issues (NQF Level 5), and
 - 15227 - Conduct skills development administration in an organisation (NQF Level 4).
- OR: candidates who are not certified against these unit standards need to provide additional evidence that they are able to perform these tasks – this will be administered using the principles of Recognition of Prior Learning (RPL).

3.2 Assessment

The successful candidate will need to be able to prove that he/she is able to:

- Administer organisational skills development plans and reports using templates and guides
- Capture skills development data for planning and reporting
- Coordinate skills development opportunities, and
- Liaise with appointed vendors and contractors based on a Workplace Skills Plan (WSP) or related training and development plan.

The candidate is required to compile a portfolio of evidence that includes evidence of his/her competence against the above-mentioned outcomes to confirm his/her competence against the standard described in the professional designation standard. A portfolio building workshop will assist the candidates in identifying reliable and valid evidence to include in the portfolio. It will also assist candidates in compiling good portfolios.

The assessment criteria are included in the professional designation standard and provide more detail on the standard against which the candidate will be assessed.

3.3 Certification

Successful candidates are issued with a certificate indicating the professional designation against which they have been certified. The certificate has unique numbers on it for the designated professional as well as for the certificate.

Names of successful candidates are included in a national register that is kept up to date by the association.

Certificates can only be issued once the successful candidate has signed the undertaking to comply with the Code of Conduct. This Code of Conduct with the signature page is attached as Addendum F.

The certificate remains the property of the ASDSA and needs to be returned should the designation be revoked for any reason.



3.4 Maintenance of the designation and CPD

The ASDSA requires professionals who have been awarded the Skills Development Technician designation to comply with the following requirements in order to maintain their designation:

- Pay the annual membership fees to ASDSA
- Submit a signed ASDSA Code of Conduct
- Participate in recognised CPD activities on a continuous basis, and
- Submit a declaration confirming that 60 CPD points were achieved in every two-year cycle, covering two calendar years.

ASDSA recognises CPD points for activities relevant to the professional designation in the ten categories described in the table below:

Cat. no.	Category	Category description	CPD points (Max)
1	Learning Programme: Formally Assessed	Participation in a credit-bearing programme or other programme that was assessed, and for which credits were awarded or a Certificate of Competence was issued	30
2	Workshop, Seminar, Conference, etc: Not Formally Assessed	Attendance of such events where there were no assignments or assessment of learning	20
3	Providing support for the development of Presentations or Papers	Contributing to and/or assisting in the development of Presentations or Papers	20
4	Processing information and compiling documents and/or records	Collating, processes and recording data and information and using data / information to compile reports and electronic records of data and information	20
5	Creative Work-Based Activities	Work-based activities that contribute towards improving, revising or updating procedures in the current work environment, e.g. revising procedures to streamline administrative processes	20
6	Self-Directed Learning: Not Formally Assessed	Learning activities that fall outside formal 'training', e.g. completing a short course via Open Online programmes (e.g. MOOCs), or reading a publication/article relevant to the profession	20
7	Professional Contribution to Individuals or Organisations	Performing pro bono work or volunteering to work in areas related to skills development, e.g. mentoring someone, or active contribution to a committee or forum, e.g. serving on an ASDSA committee or a SETA Forum	15
8	Formal Studies: Full Time	Studying full time towards a qualification in an area related to skills development	40
9	Formal Studies: Part Time	Studying part time towards a qualification in an area related to skills development	20



The maximum number of CPD points that can be claimed in a two-year cycle are indicated for each category. Points are not required for all categories, but rather a combination totalling at least 60.

The CPD points are calculated on the basis of each CPD point being equal to one hour of CPD activity. The exceptions are the CPD points for formal studies in the last two categories, which are not calculated based on hours.

The designated professional should participate in recognised CPD activities continuously, but he/she will only apply for CPD points once at the end of the professional's two-year cycle.

Addendum E provides a list of NQF Level 3, 4 and 5 qualifications that could be relevant for a Skills Development Technician, although the list should not be seen as indicating the only relevant qualifications.

4. Skills Development Practitioner

A Skills Development Practitioner is an administrator that has been working in the area of skills development for a period of 5 years. This individual needs to be able to develop and maintain or monitor the skills development strategies implemented in an organisation.

The individual could be an employee within an organisation, or be a consultant in the industry.

4.1 Application

The applicant must:

- Have at least **5** years' experience in the field of skills development, HRD or business consulting ;
- Submit two signed-off Workplace Skills Plans, or supply evidence of similar planning and development plans linking business objectives with performance and skills development within the workplace;
- Provide written recommendation by a supervisor or manager to participate in the certification process where applicable; and
- Have been certified competent against the following seven unit-standards, which are all on NQF Level 5, except where indicated:
 - 15217 - Develop an organisational training and development plan
 - 15218 - Conduct an analysis to determine outcomes of learning for skills development and other purposes (NQF Level 6)
 - 15221 - Provide information and advice regarding skills development and related issues
 - 252041 - Promote a learning culture in an organisation
 - 15227 - Conduct skills development administration in an organisation (NQF Level 4)
 - 15228 - Advise on the establishment and implementation of a quality management system for skills development practices in an organisation, and
 - 15232 - Coordinate planned skills development interventions in an organisation.
- OR: candidates who are not certified against these unit standards need to provide additional evidence that they are able to perform these tasks – this will be administered using the principles of Recognition of Prior Learning (RPL).

4.2 Assessment

The successful candidate will need to be able to prove that he/she is able to:

- Develop and maintain an organisational skills development and training strategy
- Facilitate the implementation of a skills development and training strategy
- Develop and maintain an organisational quality management system



- Facilitate career development, and
- Provide business performance consulting and advising for appropriate skills development strategies.

The assessment criteria are included in the professional designation standard and provide more detail on the standard against which the candidate will be assessed.

The assessment against this professional designation standard is based on the collation of a portfolio of evidence that demonstrates how the candidate is able to perform the required tasks against the required standard

The candidate is required to compile a portfolio of evidence (POE) that includes evidence of their competence against the following outcomes:

- Develop and maintain organisational training strategy
- Facilitate implementation of training strategy
- Develop and maintain organisational quality management system
- Facilitate career development, and
- Provide business performance consulting

The POE is assessed by a Skills Development Master or an individual with competences similar to those of a Skills Development Master.

4.3 Certification

Successful candidates are issued a certificate indicating the professional designation against which they have been certified. The certificate has unique numbers on it for the designated professional as well as for the certificate.

Names of successful candidates are included in a national register that is kept up to date by the association.

Certificates can only be issued once the successful candidate has signed the undertaking to comply with the Code of Conduct. This Code of Conduct with the signature page is attached as Addendum F.

The certificate remains the property of the ASDSA and needs to be returned should the designation be revoked for any reason.

4.4 Maintenance of the designation and CPD

The ASDSA requires professionals who have been awarded the Skills Development Practitioner designation to comply with the following requirements in order to maintain their designation:

- Pay the annual membership fees to ASDSA;
- Submit a signed ASDSA Code of Conduct;
- Participate in recognised CPD activities on a continuous basis, and
- Submit a declaration confirming that 60 CPD points were achieved in every two-year cycle, covering two calendar years.

ASDSA recognises CPD points for activities relevant to the professional designation in the ten categories described in the table below:



Cat. no.	Category	Category description	CPD points (Max)
1	Learning Programme: Formally Assessed	Participation in a credit-bearing programme or other programme that was assessed, and for which credits were awarded or a Certificate of Competence was issued	30
2	Workshop, Seminar, Conference, etc: Not Formally Assessed	Attendance of such events where there were no assignments or assessment of learning	20
3	Delivering Presentations or Papers	Doing a presentation at an event such as a conference or at a forum in an organisation, or delivering a paper on research conducted	20
4	Research	Conducting research that results in a research report, which could include doing research as part of the normal execution of current work responsibilities, e.g. researching and summarising the requirement of a new Act	20
5	Writing articles or publications	Writing documents that are discussed at senior management meetings or at an external forum, which could include the production of reports written as part of the normal execution of the current work responsibilities	20
6	Creative Work-Based Activities	Work-based activities that contribute towards improving, revising or updating processes or procedures in the current work environment, e.g. revising procedures in line with new regulations	20
7	Self-Directed Learning: Not Formally Assessed	Learning activities that fall outside formal 'training', e.g. completing a short course via Open Online programmes (e.g. MOOCs), or reading a publication/article relevant to the profession	20
8	Professional Contribution to Individuals or Organisations	Performing pro bono work or volunteering to work in areas related to skills development, e.g. mentoring someone, or active contribution to a committee or forum, e.g. serving on an ASDSA committee or an HRD Forum	15
9	Formal Studies: Full Time	Studying full time towards a qualification in an area related to skills development	40
10	Formal Studies: Part Time	Studying part time towards a qualification in an area related to skills development	20

The maximum number of CPD points that can be claimed in a two-year cycle are indicated for each category. Points are not required for all categories, but rather a combination totalling at least 60.

The CPD points are calculated on the basis of each CPD point being equal to one hour of CPD activity. The exceptions are the CPD points for formal studies in the last two categories, which are not calculated based on hours.

The designated professional should participate in recognised CPD activities continuously, but he/she will only apply for CPD points once at the end of the professional's two-year cycle.

Addendum E provides a list of NQF Level 5 and 6 qualifications that could be relevant for a Skills
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Development Practitioner, although the list should not be seen as indicating the only relevant qualifications.

5. Skills Development Master

A Skills Development Master is a person who is qualified, competent and experienced in skills development, HRD and/or organisational development practices. At this level, the professional may perform the role of Group Skills Development Facilitator or other functions on a strategic level.

The Skills Development Master plays a key role in providing inputs into and strategic advice on the development of learning, development and broader HRD strategies that are aligned to national skills development goals, policies and strategies. The Master level of this professional designation is for people who work in this field as employees within large organisations, or in consulting roles with large or smaller organisations, or who perform skills-development related functions at national or international level.

The Skills Development Master is a person who is able to draw on extensive experience and a proven track record in order to strategically position an organisation's HRD and skills planning systems and process to improve the achievement of organisational goals, as well as to align these with international best practices and national legislative requirements and skills development priorities and targets.

5.1 Application

To qualify, the applicant must have:

- At least an NQF Level 7 qualification (minimum of 240 credits) in an area related to Education, Training and Development (ETD), Human Resource Development (HRD), Organisational Development or Business Analysing, Advising and/or Consulting,
- **OR** at least an NQF Level 7 qualification (minimum of 240 credits) in an area related to research and/or policy development in ETD, HRD, Organisational Development or Sectoral Analysing, Advising and/or Consulting.
- **AND** five year's work experience at a senior level in an area relevant to skills development.

5.2 Assessment

In addition to a formal application, the following requirements must be met in order to be awarded the Skills Development Master designation:

- Board Exam – Candidates must pass the Board Exam as determined by the ASDSA Certification Committee, and
- Panel interview – Candidates must participate in a panel interview of peers identified by the Certification Committee.

5.3 Certification

Successful candidates are issued a certificate indicating the professional designation against which they have been certified. The certificate has unique numbers on it for the designated professional as well as for the certificate.

Names of successful candidates are included in a national register that is kept up to date by the association.

Certificates can only be issued once the successful candidate has signed the undertaking to comply with the Code of Conduct. This Code with the signature page is attached as Addendum F.



The certificate remains the property of the ASDSA and needs to be returned should the designation be revoked for any reason.

5.4 Maintenance of the designation and CPD

The ASDSA requires professionals who have been awarded the Skills Development Master designation to comply with the following requirements in order to maintain their designation:

- Pay the annual membership fees to ASDSA
- Submit a signed ASDSA Code of Conduct
- Participate in recognised CPD activities on a continuous basis, and
- Submit a declaration confirming that 60 CPD points were achieved in every two-year cycle, covering two calendar years.

ASDSA recognises CPD points for activities relevant to the professional designation in the ten categories described in the table below:

Cat. no.	Category	Category description	CPD points (Max)
1	Learning Programme: Formally Assessed	Participation in a credit-bearing programme or other programme that was assessed, and for which credits were awarded or a Certificate of Competence was issued	30
2	Workshop, Seminar, Conference, etc: Not Formally Assessed	Attendance of such events where there were no assignments or assessment of learning	15
3	Delivering Presentations or Papers	Doing a presentation at an event such as a conference or at a forum in an organisation, or delivering a paper on research conducted, both in response to a formal request/invitation	25
4	Research	Conducting research that results in a research report, but excluding information collection and report writing that form part of the normal execution of the current work responsibilities	30
5	Writing articles or publications	Writing documents that are published in the media or in an external forum, but excluding the production of reports written as part of the normal execution of the current work responsibilities	20
6	Ground-breaking Professional Work-Based Activities	Work-based activities that are innovative and result in improving, revising or updating systems or processes inside or outside current work responsibilities	20
7	Self-Directed Learning: Not Formally Assessed	Learning activities that fall outside formal 'training', e.g. completing a short course via Open Online programmes (e.g. MOOCs), or reading a publication/article relevant to the profession	10
8	Professional Contribution to Individuals or Organisations	Performing pro bono work or volunteering to work in areas related to skills development, e.g. mentoring someone, or active contribution to a committee or external organisation, e.g. serving on an ASDSA committee	20
9	Formal Studies: Full Time	Studying full time towards a qualification in an area related to skills development	40
10	Formal Studies: Part Time	Studying part time towards a qualification in an area related to skills development	20



The maximum number of CPD points that can be claimed in a two-year cycle are indicated for each category. Points are not required for all categories, but rather a combination totalling at least 60.

The CPD points are calculated on the basis of each CPD point being equal to one hour of CPD activity. The exceptions are the CPD points for formal studies in the last two categories, which are not calculated based on hours.

The designated professional should participate in CPD activities continuously, but he/she will only apply for CPD points once at the end of the professional's two-year cycle.

5.6 CPD declaration

Every second year, a CPD declaration needs to be completed and submitted to the ASDSA, in the form of a record card.

The record card requires the following information to be included:

- Description of activity
- Duration
- Category
- CPD points claimed
- Description of evidence

The record card is presented as a Word Document and is available on the ASDSA website – see Addendum G for an example of the CPD record card.

Submissions can be made electronically or in hard copy.



6 Code of Conduct

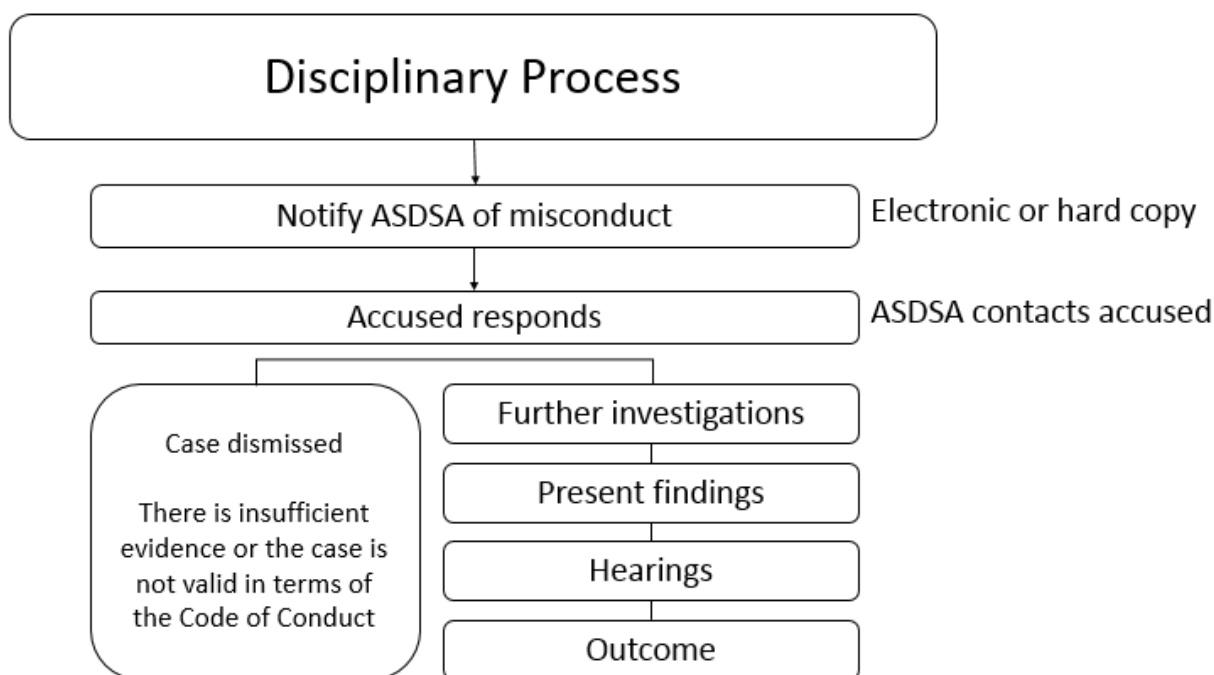
All members of the ASDSA are expected to abide by the Code of Conduct (see Addendum F). All designated professionals are required to sign the undertaking that they will abide by the code, understanding that they could lose their designation should they be found guilty of misconduct under the Code.

6.1 Disciplinary Process

A designated professional that is found guilty of misconduct under the Code of Conduct could be subject to various sanctions:

- The designation could be revoked – this is the most severe sanction;
- The person could be fined;
- The person could be suspended for a period of time;
- The person could be required to remediate whatever activity or action resulted in the misconduct that was investigated; or,
- Another suitable sanction could be applied.

The process for reporting an act of misconduct is set out below:



The ASDSA is notified of the alleged misconduct of one of their members. The circumstances or incident is considered, and the person is given an opportunity to respond. The case is then either dismissed or pursued. If the decision is taken to further investigate the case of alleged misconduct, then the ASDSA convenes a disciplinary committee made up of one member of the Board, one executive from ASDSA and one other member. Both the person accused of misconduct and the person who raised the issue are given an opportunity to prepare and present their cases. After the hearings the Disciplinary Committee decides the outcome of the case.

The person will be able to appeal the outcome of the case in writing within 2 weeks from date of communication of the outcome.

The final decision of the Disciplinary Committee is signed off by the ASDSA Board and records are kept by the ASDSA.



7. Membership of the ASDSA

To become a member of the ASDSA, an individual simply needs to:

- Complete and submit the application form;
- Pay the membership fee; and,
- Agree to subscribe to the Code of Conduct.

See the ASDSA website at <http://www.asdsa.org.za/join/>.

7.1 Membership Certificate

Once the paper work has been processed, a member is issued with a membership certificate and a unique membership number.

7.2 Benefits of Membership

Benefits of membership of the ASDSA revolve around effective professional support structures, information sharing and networking, and lobbying on behalf of practitioners in the learning and development arena. The main benefits are:

- Support from and participation in professional support structures
- Confirmation of adherence to a professional Code of Conduct
- Information sharing through workshops, quarterly newsletters, position papers, etc.
- A unified voice for all professional practitioners in the skills development, and learning and development arena
- Lobbying to Government, the Quality Council for Trades and Occupations (QCTO), SETAs and other official structures on behalf of members and other practitioners in the learning and development arena
- Networking with fellow professionals for work opportunities and information sharing
- Improving occupational competences through qualifications developed as part of a professional development learning pathway
- Formal recognition of previous learning and experience through a structured RPL process, and
- Life-long learning opportunities through structured continuing professional development programmes appropriate for different designations and members.

7.3 Revoking Membership

A designated member's membership expires when:

- Membership fees are not renewed; or,
- The member is found guilty of misconduct under the Code of Conduct.



ADDENDA



Addendum A: ASDSA Professional Body SAQA document



The information on Professional Bodies and Professional Designations on the National Qualifications Framework is public property. Thus the only payment that can be made for it is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

PROFESSIONAL BODY:

ASDSA – Association for Skills Development in South Africa

PROFESSIONAL BODY ID	NAME OF PROFESSIONAL BODY	
866	ASDSA – Association for Skills Development in South Africa	
PROFESSIONAL BODY STATUS	STATUTORY / NON-STATUTORY	
Recognised	Non-Statutory	
SAQA DECISION NUMBER	RECOGNITION START DATE	RECOGNITION END DATE
SAQA 12100/13	2013-07-17	2018-07-17

REGISTERED PROFESSIONAL DESIGNATIONS:

Designation ID	Designation Title
493	SD.Tech – Skills Development Technician
494	SD.Pr – Skills Development Practitioner
770	Skills Development Master

PROFESSIONAL BODY WEB ADDRESS:

www.asdsa.org.za



Addendum B: SD.Tech – Skills Development Technician (SAQA ID 493)



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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

PROFESSIONAL DESIGNATION:

SD.Tech – Skills Development Technician

DESIGNATION ID	DESIGNATION TITLE		
493	SD.Tech – Skills Development Technician		
PROFESSIONAL BODY	DESIGNATION STATUS		
ASDSA – Association for Skills Development in South Africa	Registered		
SAQA DECISION NUMBER	REGISTRATION DATE	START	REGISTRATION END DATE
SAQA 12100/13	2013-07-17		2018-07-17

DESCRIPTION:

The Skills Development Technician (SDT) is the administrator supporting the planning, implementation and monitoring of the organisational training strategy. The main role of the SDT is to ensure that a paper trail is generated for all the activities related to the planning, implementation, monitoring and reporting on the training strategy. Without the critical skills of the competent individual, the organisation would not be able to submit a Workplace Skills Plan or an Annual Training Report.

The designation is therefore aimed at certifying the applied competence of this individual. Thus, instilling confidence from the employer/client that the administrative support required for successful implementation of the organisational training strategy will be executed by the incumbent.

Some of the professional services, among others, that the SDT renders are to:

- Develop an organisation training and development plan.
- Provide information and advice regarding skills development and related issues.
- Promote a learning culture in the organisation.
- Conduct skills development administration in an organisation.
- Coordinate planned skills development interventions in an organisation.

AWARDING CRITERIA

For the Professional Designation to be awarded, professionals must comply with the following minimum requirements:



Underlying Registered Qualification or Part Qualification:

Competency against at least any 3 of the appropriate 7 unit standards (15217, 15218, 15221, 15222, 15227, 15228, 15232) or alternatively evidence that they are able to perform the tasks identified in these unit standards.

Experiential Learning or Experience

Must have completed at least 3 years as administrator in the fields of business consulting or human resources or related environments.

Competency Assessment

- Administer organisational skills development plans and reports using templates and guides.
- Capture skills development data for planning and reporting.
- Coordinate skills development opportunities.
- Liaise with appointed vendors and contractors based on Workplace Skills Plan.

Designation RPL Statement

This Designation may be awarded through Recognition of Prior Learning.

RETAINING CRITERIA

In order to ensure the currency of professional knowledge and to retain the Professional Designation, the professional must comply with the following minimum requirements:

Code of Conduct

Members must adhere to the Professional Body Codes of Conduct and Ethics.

Continuing Professional Development (CPD)

Members are required to provide proof to ASDSA of their CPD activities.

Members are required to accumulate 60 CPD points in a two year period by completing a range of accredited activities from categories such as:

- Attendance at workshops, seminars and conferences.
- Critique/publish or comment on articles that contribute to the practice of the occupation.
- Community projects.
- Mentoring.
- Professional development.
- Personal development.

The ASDSA decides on the points each activity is worth. 10 points need to be gained in each of the above categories, or similar.

As the designation is currently reviewed every 2 years, the SDT must within two years of achieving a designation, submit a record card in Word-type format, together with supporting evidence.

Fees



Ensure that the annual membership fee is paid.

PROFESSIONAL DESIGNATION PROGRESSION PATHWAY

(The Designation being reported on here is shown in italics.)

Sequence	Designation ID	Designation Title
1	493	<i>SD.Tech – Skills Development Technician</i>
2	494	SD.Pr – Skills Development Practitioner

PROFESSIONAL BODY WEB ADDRESS:

For more information on this Professional Designation, please visit www.asdsa.org.za



Addendum C: SD.Pr – Skills Development Practitioner (SAQA ID 494)



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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

PROFESSIONAL DESIGNATION:

SD.Pr – Skills Development Practitioner

DESIGNATION ID	DESIGNATION TITLE			
494	SD.Pr – Skills Development Practitioner			
PROFESSIONAL BODY	DESIGNATION STATUS			
ASDSA – Association for Skills Development in South Africa	Registered			
SAQA DECISION NUMBER	REGISTRATION DATE	START	REGISTRATION DATE	END
SAQA 12100/13	2013-07-17		2018-07-17	

DESCRIPTION:

The role of a Skills Development Practitioner (SDP) is strategic in nature. Not only does the incumbent need to develop and coordinate the implementation of an organisational training and development plan for an organisation, but he/she also needs to use various interventions to promote a learning culture within an organisation. The SDP needs to advise and consult with the employer or client on appropriate skills development strategies aligned with the strategic business objectives of the organisation. These also need to align with the performance outcomes of the individual employees relating to these strategic business objectives. Quality assurance of the activities related to the implementation of the organisational training and development plan raises the level of delivery required from the administrators, event organisers, facilitators or lecturers, assessors and moderators within the system.

The standard set out in the professional designation standard is not aimed at evaluating the SDP's knowledge and skills. Rather it is aimed at assessing the SDP's ability to apply their knowledge and skills at the workplace, taking into consideration the integrated nature of activities as well as the real time pressures and constraints that a workplace presents.

Often the SDP depends on the abilities of individuals to perform against the objectives set out in the organisational training and development plan. This further complicates the conditions required to gain ultimate success in this environment and underlines the skills and attributes required to achieve this designation.

This professional designation standard is aimed at setting the criterion against which the applied ability of the SDP will be assessed.



Some of the professional services, among others, that the SDP renders are 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.
- Promote a learning culture in the organisation.
- Conduct skills development administration in an organisation.
- Advise on the establishment and implementation of a quality management system for skills development practices in an organisation.
- Coordinate planned skills development interventions in an organisation, including systems to measure Return on Investment.

AWARDING CRITERIA

For the Professional Designation to be awarded, professionals must comply with the following minimum requirements:

Underlying Registered Qualification or Part Qualification:

Competency against the appropriate 7 unit standards (15217, 15218, 15221, 15222, 15227, 15228, 15232) or alternatively evidence that they are able to perform the tasks identified in these unit standards. While it appears that due to some overlaps (e.g 15227 with 15217) these may in future be reduced to 5 unit standards (15217, 15218, 15228, 15221, 15232), at which stage this component will be adjusted accordingly.

Experiential Learning or Experience

- Must have completed at least 5 years in the fields of business consulting or skills development.
- Submission of 2 signed off Workplace Skills Plans or evidence of similar planning and development strategies linking business objectives with performance and skills development within the workplace.
- Recommendation by supervisor/manager to participate in the evaluation programme where applicable.

Competency Assessment

- Develop and maintain organisational skills development and training strategy.
- Facilitate implementation of skills development and training strategy.
- Develop and maintain organisational quality management system.
- Facilitate career development.
- Provide business performance consulting and advising for appropriate skills development strategies.

Designation RPL Statement

This Designation may be awarded through Recognition of Prior Learning.

RETAINING CRITERIA

In order to ensure the currency of professional knowledge and to retain the Professional Designation, the professional must comply with the following minimum requirements:

Code of Conduct



Addendum D: Skills Development Master (SAQA ID 770)

Note: SAQA has approved this designation, but the details were not on the SAQA website at the time of publication.



Addendum E: Qualifications relevant for the Skills Development Technician and Practitioner

60150	National Certificate: Business Administration, NQF Level 3
67515	National Certificate: Business Administration Services, NQF Level 3
50398	National Certificate: Project Support Service, NQF Level 3
50080	Further Education and Training Certificate: Project Management, NQF Level 4
58800	Further Education and Training Certificate: Project Support Services, NQF Level 4
48883	Further Education and Training Certificate: Small Business Advising (Information Support), NQF Level 4
79886	National Certificate: Business Advising, NQF Level 5
49075	National Certificate: Organisational Transformation and Change Management, NQF Level 5
58395	National Certificate: Project Management, NQF Level 5
49419	National Diploma: Business Consulting Practice, NQF Level 5
58309	National Diploma: Project Management, NQF Level 5
49867	National Certificate: Business Advising Operations, NQF Level 6
101321	Training and Development Practitioner: NQF Level 5
Various	Diploma in Human Resource Development, NQF Level 6
Various	Diploma in Human Resource Management, NQF Level 6
Various	Diploma in Human Resource Practices, NQF Level 6



Addendum F: ASDSA Code of Conduct

The purpose of the ASDSA Code of Conduct is to ensure high levels of skills development service by all designated members and other members of the ASDSA. By signing this document, members agree to adhere to this code at all times.

Values

The members of the Association for Skills Development in South Africa subscribe to the following core values:

- Professionalism, Integrity, Honesty, Client Focus and Quality
- Performing their functions in good faith, giving full effect to the obligations and spirit of the Skills Development Act and any relevant related legislation and/or regulations, and
- Abstaining from any conduct or interests that may conflict with relevant legislation and/or the regulatory framework.

Code of Conduct

The “Workplace Skills Planning” process is about engagement between employers and employees within companies that are registered with Sector Education and Training Authorities (SETAs), with Skills Development Facilitators and members of related professions acting as “process engineers” rather than participants.

Conduct relating to skills development

As a member of the Association for Skills Development in South Africa, I agree to:

- Facilitate skills development-related engagement in the workplace.
- Conduct research in the workplace and/or participate in industry research activities.
- Facilitate consensual decision-making in the workplace with regard to skills development activities.
- Facilitate information-sharing between workplace constituencies and the relevant SETA.
- Manage the workplace skills planning evaluation process including acceptance of delays, changes and any additional consultation.
- Liaise with the relevant SETA on behalf of the member company.
- Be unbiased in dealing with employer and employee constituencies.
- Inform the relevant SETA of skills development-related aspects and developments with regard to the member company.
- Subscribe to and foster a culture of continuous professional improvement and development.
- Engage in continuing professional development activities as appropriate.



Conduct relating to professional behaviour

As a member of the Association for Skills Development in South Africa, I will abide by the following –

- I will not accept bribes.
- I will be honest when submitting claims to the SETA.
- I will discharge my duties with diligence and punctuality.
- I will not profit from confidential information acquired from member companies while engaged with a member company or after termination of my relationship with such company.
- I will act at all times in the interest of the member company in relation to the relevant SETA and other members.
- I will endeavour to promote a culture of consensus at all times.
- I accept that contravention of this Code of Conduct may result in disciplinary action against me, including expulsion from the Association for Skills Development in South Africa.

Acceptance

I (_____ ID no. _____) hereby accept the Code of Conduct above when applying for membership. I agree to abide by the preceding code of conduct and good practice as drawn up by the Association for Skills Development in South Africa.

Signature: _____

Date: _____



Addendum G: CPD Record Card

Name & Surname					
ASDA Membership no.					
Professional designation	Technician		Practitioner		Master
Date of submission (year)			Period of CPD (year – year)		

	Brief description of activity	Duration	Category	CPD points claimed	Description of Evidence
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

*** insert additional rows as required.*



Summary of CPD points claimed

Cat. no.	Category	CPD points (Max)	Points claimed
1	Learning Programme: Formally Assessed	30	
2	Workshop, Seminar, Conference, etc: Not Formally Assessed	15	
3	Delivering Presentations or Papers	25	
4	Research	30	
5	Writing articles or publications	20	

Cat. no.	Category	CPD points (Max)	Points claimed
6	Ground-breaking Professional Work-Based Activities	20	
7	Self-Directed Learning: Not Formally Assessed	10	
8	Professional Contribution to Individuals or Organisations	20	
9	Formal Studies: Full Time	40	
10	Formal Studies: Part Time	20	

Signature: _____

Date: _____



Addendum H: ASDSA: Current Office Bearers

ASDSA Board

Gill Connellan	Chairperson
Andy Reinecke	Treasurer
Sharon van Heerden	Board Member / company secretary
John Arnesen	Board Member
Thembi Chagunda	Board Member
John Maree	Board Member
Michele Serfontein	Board Member

Head Office

Angelique Bannau	Marketing & Systems Officer
Tracey van Niekerk	Finance
Madelein Jacobs	Membership & Designation Secretary

Branches (Chairpersons of branches and satellites are all members of EXCO)

Gauteng	Chairperson	Maryke Swanepoel
W Cape	Chairperson	Maryna Ritter
W Cape	Vice Chairperson	Steven Louw
KZN	Chairperson	Sharon van den Heever
KZN	Vice Chairperson	Natascha McAllister

Satellite Structures

E Cape (EL)	Chairperson	None
Free State	Chairperson	Marianna Bibbey
Mpumalanga	Coordinator	Christa Kreeft
S Cape	Coordinator	Elsie Harmse
E Cape (PE)	Chairperson	None



Addendum I: MEMBERSHIP AND DESIGNATION FEES 2018 / 2019

Effective date: 1st April 2018

The ASDSA reviews the fee structure at least on an annual basis. In this review we consider factors such as the impact of inflation and what other similar organisation's charge.

Our adjusted fees for the next 12 months reflect only an inflation-related change. These fees are effective as from 1st April 2018

MEMBERSHIP FEES

Ordinary members	Fee	Corporate discount**	Fee
Ordinary member fees	R 745,00	Corporate discount fees	R 625,00
Application for membership	R 210,00	Application for membership	R 210,00
Total for new member	R 955,00	Total for new member	R 835,00

**A corporate discount is available for any business wishing to register more than two members.

Early payment discount on membership fees

If you would like to take advantage of this offer, you must email us on members@asdsa.org.za before **28th April 2018** to request an invoice for these fees.

If we receive your membership fee payment for the 2018-19 year **before 31st May 2018**, you may renew your membership or apply for membership at the rates for the 2017-18 year.

DESIGNATION FEES

Only ASDSA members in good standing may apply for or retain an ASDSA Professional Designation.

Designation renewal fees

Members with a designation will pay as follows:

Renewal fees	Technician	Practitioner	Master
Ordinary member fees	R 745,00	R 745,00	R 745,00
Professional designation fees	R 240,00	R 360,00	R 480,00
Total fee per annum	R 985,00	R 1 105,00	R 1 225,00

Application fees for a designation

If you are applying for a designation the fee structure is as follows:

Application process	Technician	Practitioner	Master



Registration for a designation	R 295,00	R 295,00	R 295,00
Assessment fee	R 530,00	R 590,00	R 640,00
Total fee for application process	R 825,00	R 885,00	R 935,00

Terms and conditions:

- The outcome of the assessment process is not released until payment is made.
- The individual needs to be a member when applying for a designation.
- The individual needs to remain a member throughout the assessment process and then as part of the maintenance the professional designation and CPD.



Addendum J: Application to qualify for Skills Development Technician

Title		First name	
Middle name		Surname	
Maiden Surname (where applicable)		Date of birth (DD/MM/YY)	
ASDSA Membership no.			
ID No. / alternative ID no.		Type of identification (e.g. Passport or SA ID document or other)	
Home language		Gender:	
Race:		Marital status	
Physical Address	Province: Code:	Postal Address	Province: Code:
Tel no. (H)		Tel no. (W)	
Mobile no.			
Highest qualification:		Name of Institution:	
Year graduated			

I have read the criteria against which I will be assessed. I hereby declare that I have completed the self-assessment honestly and I am aware that the full designation registration form will be sent to me should I qualify.

Signature: _____ Date: _____

I have included a certified copy of my ID with my application	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
---------------------------------------------------------------	-----	--------------------------	----	--------------------------

Complete and submit this form to info@asdsa.org.za



Skills Development Technician - Self-Assessment Checklist

Please complete the following self-assessment, by rating your abilities for each of the criteria listed in the table on a scale of 0-5. Where 0 = no experience in this area; 5 = I have extensive experience, and can provide evidence of my competence.

Cat. no.	I am able to:	Rating (0 – 5)	Evidence available (Y/N)	No. of years' experience
1	Perform basic administrative tasks related to skills development in an organisational context, such as assisting to obtain information from employees for categorizing jobs and functions/tasks into an occupational framework. (Note: 'Organisation' includes an SME or a consultancy.)			
2	Implement/ identify sections from legislation relevant to the organisation, such as those relating to skills development, the National Qualifications Framework, employment, occupational health and safety, labour relations and employment equity.			
3	Summarise and communicate information relating to the legislative framework governing skills development and related matters accurately and clearly.			
4	Assist in the collection of data to populate reports relating to skills development and Employment Equity.			
5	Participate in conducting a training needs analysis and/or skills audit in an organisation.			
6	Provide input into an organisation's training and development plan.			
7	Administer the skills development plans and reports for an organisation using templates and guidelines.			
8	Record administrative information and statistics for plans and reports relating to skills development using appropriate technology.			
9	Provide information regarding skills development and related issues in response to enquiries.			
10	Conduct skills development administration in an organisation.			
11	Record information on the implementation of skills development interventions in an organisation.			
12	Record information needed for reporting on Employment Equity.			



Cat. no.	I am able to:	Rating (0 – 5)	Evidence available (Y/N)	No. of years' experience
13	Record information related to the monitoring and maintenance of the Quality Management System relating to skills development.			
14	Perform administrative functions in relation to skills development, business consulting, human resources or related areas in an organisation.			
15	Perform administrative functions in respect of records relating to contracts, programmes, projects and/or services provided.			
16	Support managers in the administration of contracts, programmes and/or projects.			
17	Keep record of and inform supervisors/ managers about matters requiring attention.			
18	Arrange meetings, workshops and/or other events.			
19	Collect and record data associated with projects and/or project deliverables.			
20	Track and record the work of contractors and/or service providers and report on deviations to requirements .			
21	Respond to inquiries relating to contracts, programmes, projects and/or services provided, and refer issues to other persons/divisions, where necessary.			
22	Perform general administrative tasks in an organisation.			
23	Solve problems within own area of responsibility applying prescribed systems, processes and procedures.			
24	Participate in committees dealing with staff development where required.			
25	Liaise with service providers and relevant statutory organisations such as SETAs and SARS.			



Addendum K: Application to qualify for Skills Development Practitioner

Title		First name	
Middle name		Surname	
Maiden Surname (where applicable)		Date of birth (DD/MM/YY)	
ASDSA Membership no.			
ID No. / alternative ID no.		Type of identification (e.g. Passport or SA ID document or other)	
Home language		Gender:	
Race:		Marital status	
Physical Address	Province: Code:	Postal Address	Province: Code:
Tel no. (H)		Tel no. (W)	
Mobile no.			
Highest qualification:		Name of Institution:	
Year graduated			

I have read the criteria against which I will be assessed. I hereby declare that I have completed the self-assessment honestly and I am aware that the full designation registration form will be sent to me should I qualify.

Signature: _____ Date: _____

I have included a certified copy of my ID with my application	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
---------------------------------------------------------------	-----	--------------------------	----	--------------------------

Complete and submit this form to info@asdsa.org.za



Skills Development Practitioner - Self-Assessment Checklist

Please complete the following self-assessment, by rating your abilities for each of the criteria listed in the table on a scale of 0-5. Where 0 = no experience in this area; 5 = I have extensive experience, and can provide evidence of my competence.

Cat. no.	I am able to:	Rating (0 – 5)	Evidence available (Y/N)	No. of years' experience
1.	Analyse and implement (or oversee the implementation of) the relevance of sections from legislation to the organisation, such as those relating to skills development, the National Qualifications Framework, employment, occupational health and safety, labour relations and/or employment equity and describe the compliance requirements for an organisation. Note: 'Organisation' includes an SME or consultancy in the rest of the document.			
2.	Calculate the expected cost of skills development interventions for an organisation/business unit or SME and/or compile a budget for skills development.			
3	Calculate and report on the Return of Investment (ROI) of skills development interventions to an organisation.			
4	Collate and provide information and/or proposal/plan regarding Employment Equity (EE) and EE demographics to an organisation, to support the achievement of equity targets.			
5	Complete the skills development planning and reporting process for an organisation.			
6	Co-ordinate and submit the information from a division/business unit of an organisation for incorporation into the skills development planning and/or reporting process.			
7	Perform the role of the Skills Development Facilitator for an organisation/business unit.			
8	Provide accurate information relating to skills development in HR and/or organisational planning sessions.			
9	Identify international skills development trends, and analyse how these could impact the organisation.			
10	Perform a leading role in the committees dealing with skills			



Cat. no.	I am able to:	Rating (0 – 5)	Evidence available (Y/N)	No. of years' experience
	development, Employment Equity and/or HR.			
11	Develop policy and guidelines relating to skills development for implementing codes of good practice that are integrated into broader organisational quality management systems.			
12	Plan, manage and/or co-ordinate learnership / apprenticeship and/or internship programmes in an organisation.			
13	Conduct training needs analyses and/or skills audits to determine the human capital requirements, skills gaps and or training and development needs in an organisation.			
14	Compile the prescribed skills development plans and reports and submit them to the relevant authority, e.g. the Mandatory Grant application.			
15	Coordinate, monitor and guide the implementation of the organization's skills development plans.			
16	Compile job profiles and/or job descriptions and/or provide advice to management on these areas.			
17	Align the personal development of staff to HR and organisational strategies.			
18	Liaise with SETAs, sector/industry bodies and/or other external bodies regarding skills development opportunities and requirements within a sector.			
19	Align the naming conventions of job and posts in the organisation structure in terms of the applicable occupational framework.			
20	Compile and submit plans and reports to management for approval and implementation.			
21	Monitor and enforce adherence to administrative procedures relating to skills development information in the Quality Management System.			
22	Advise management and/or relevant forums on the requirements for Employment Equity and B-BBEE and on maximum benefits to the organisation from legal compliance.			



Cat. no.	I am able to:	Rating (0 – 5)	Evidence available (Y/N)	No. of years' experience
23	Compile the Employment Equity forms and submit them to the Department of Labour.			
24	Manage the income and expenses from funds relating to skills development interventions in accordance with internal and external requirements and procedures, including issues relating to SETA grants.			
25	Coordinate, monitor and quality control the implementation of skills development interventions to ensure adherence to internal and external specifications and requirements.			
26	Proactively solve problems within our sphere of influence in accordance with relevant policies and procedures.			
27	Build and maintain relationships with service providers, relevant statutory organizations such as SETAs and relevant networks such as industry associations or professional bodies.			
28	Give input into relevant industry events.			



Addendum L: Application to qualify for Skills Development Master

Title		First name	
Middle name		Surname	
Maiden Surname (where applicable)		Date of birth (DD/MM/YY)	
ASDSA Membership no.			
ID No. / alternative ID no.		Type of identification (e.g. Passport or SA ID document or other)	
Home language		Gender:	
Race:		Marital status	
Physical Address	Province: Code:	Postal Address	Province: Code:
Tel no. (H)		Tel no. (W)	
Mobile no.			
Highest qualification:		Name of Institution:	
Year graduated			

I have read the criteria against which I will be assessed. I hereby declare that I have completed the self-assessment honestly and I am aware that the full designation registration form will be sent to me should I qualify.

Signature: _____ Date: _____

I have included a certified copy of my ID with my application	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
---------------------------------------------------------------	-----	--------------------------	----	--------------------------

Complete and submit this form to info@asdsa.org.za



Skills Development Master - Self-Assessment Checklist

Please complete the following self-assessment, by rating your abilities for each of the criteria listed in the table on a scale of 0-5. Where 0 = no experience in this area; 5 = I have extensive experience, and can provide evidence of my competence.

Cat. no.	I am able to:	Rating (0 – 5)	Evidence available (Y/N)	No. of years' experience
1.	Research disciplines/strategic issues related to skills development and provide strategic input on national and/or international level on the relevance of the findings of the research.			
2	Advise a national sector/industry and/or international government or institution on issues related to skills development best practice.			
3	Guide and oversee the development and/or implementation of an organisational learning strategy, which incorporates a range of methodologies/processes for optimising human capital development.			
4	Guide and oversee the development and/or implementation of a strategy for Employment Equity and Broad-Based Black Economic Empowerment for an organisation.			
5	Give strategic input at national and/or international forums dealing with issues related to skills development, HRD/HR practices, qualifications frameworks, or learning strategies.			
6	Advise on the design of an organisation-wide integrated Quality Management System that adheres to international quality standards, and/or evaluate the implementation of a QMS.			
7	Serve in an executive position in the structure of an organisation or in a large consultancy.			
8	Provide strategic guidance and/or reports to the board or executive management on a strategy to promote Return on Investment and/or provide guidance on the implementation of such a strategy.			
9	Initiate, facilitate and/or co-ordinate innovative 'blue-sky' sessions within the country or internationally in areas related to skills development.			
10	Provide strategic guidance/advice to the Board or executive on national and/or global trends relevant to skills development and/or on the importance of skills and human capital development on macro level in order to elevate the skills agenda to corporate strategy level.			
11	Evaluate theories, concepts and principles related to skills			



Cat. no.	I am able to:	Rating (0 – 5)	Evidence available (Y/N)	No. of years' experience
	development in highly specialised and unpredictable contexts, and provide strategic advice and/or guidance on the application of findings of the evaluation.			
12	Lead a multi-disciplinary and/or cross-functional team in the planning, implementation and/or evaluation of initiatives related to skills development.			
13	Advise and/or guide an organisation on the optimal utilisation of information management technology to improve processes related to skills development.			
14	Make contributions on a national and/or international level towards improving the level of professionalism and expertise in areas related to skills development.			
15	Make input on a national level that contributes positively towards the skills revolution.			