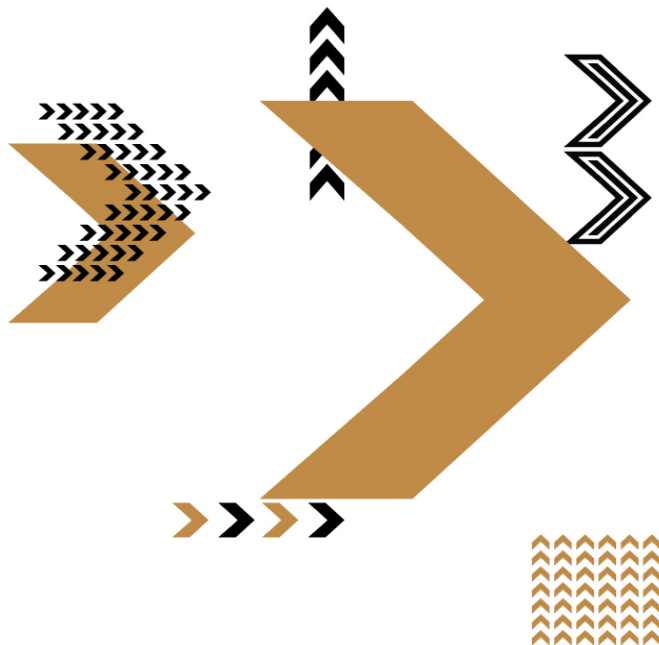


Director Certification

Guidelines on Approval of Recognition of Education and CPD Providers



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BETTER BOARDS.
BETTER BUSINESS.**

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Guidelines on Approval and Recognition of Education and CPD Providers

This document outlines the process to be followed to apply for the approval of activities or interventions contributing toward the Education or Continuing Professional Development (CPD) for Certified Director® or Chartered Director SA® designations.

For further information, please feel free to contact the Director Certification team by emailing certification@iodsa.co.za

The Institute of Directors in South Africa NPC (IoDSA).

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Introduction

The purpose of this guideline is to provide service providers and training institutions with guidance on how to gain approval and/or recognition for their education, development and training activities, insofar as it relates to the professional designations offered by the IoDSA. It is important to note that this approval process does not constitute an endorsement of the programme or the provider in any way.

Two types of activities can be considered for evaluation purposes:

- **Education Programmes:** Education and training provider programmes that enable participants enrolled in approved programmes to qualify for evaluation towards obtaining one of IoDSA's designations. Programme recognition will be valid for a period of three years and can be renewed for periods of 3 years thereafter.
- **CPD Programmes:** Activities that provide Certified Director® and Chartered Director SA® members with additional, quality-assured personal and professional development opportunities to enhance their practice against the IoDSA Director Competency Framework™ and assists them in attaining the required 30 CPD points required of designees per annum. Approval for programmes for CPD purposes will be valid for 12 calendar months and may be renewed for periods of 12 months thereafter.

In order for any activity to be approved, it must be aligned to the Director Competency Framework™ (see Annexure A1). Additionally for education programme recognition, the curriculum for the programme must meet majority of the level descriptors associated with the given designation (see Annexure A2). Criteria for approval is governed by the IoDSA Education and CPD Approval Policy.

1. Provider Recognition

If the provider offers, and wishes to have recognised, full or part qualifications these must be accredited by the relevant Quality Council. Providers would need to provide evidence of accreditation and current recognition of qualifications.

If the provider offers, and wishes to have recognised, short learning programmes not registered on the NQF or approved by any quality council, the provider must demonstrate operation as a going concern and delivery of governance related training and education for at least five (5) years.

Examples of evidence could include annual reports, annual financial statements or CIPC registration and company profile.

2. Programme recognition

2.1. Education programmes

Part or full qualifications and short learning programmes that contribute towards the career path of Certified Director® or Chartered Director SA® and contributes to the knowledge, skills and attributes aligned with the IoDSA Director Competency Framework™ may be recognised within admission criteria to obtain the relevant designation. In order to be considered for approval by the IoDSA, the curriculum of the programme must meet:

- At least 80% of the competences listed in the Director Competency Framework™ for Chartered Director SA® purposes and meet majority of the level descriptors for NQF 8 or higher as contained in the SAQA Level Descriptors for the South African National Qualification Framework Act.
- Between 60 – 79% of the competences in the Director Competency Framework™ for Certified Director® purposes and meet majority of the level descriptors for NQF 6 or higher as contained in the SAQA Level Descriptors for the South African National Qualification Framework Act.

See Annexure A1 for an extract of the IoDSA Director Competency Framework and Annexure A2 for an extract of SAQA Level Descriptors. Additionally, providers must be able to demonstrate the following:

2.1.2 Sufficient internal resources for programme delivery

Providers must show that they have the necessary internal resources to effectively oversee and manage quality assurance, development and monitoring of approved programmes. This can be evidenced through organisational structures and policies. For example:

- Organisational charts: A clear depiction of the hierarchical structure showing roles responsible for quality assurance (QA), development, and monitoring of programmes.
- Job descriptions: Detailed descriptions outlining responsibilities related to QA, development, and monitoring within the provider's workforce.
- Quality assurance policies and procedures: Documented policies that outline how the provider ensures quality across all programs, including processes for development and ongoing monitoring.

2.1.2 Existing and effective student administrative systems and processes for student progress management

Providers must show that they have the necessary administrative processes to track the progress of students and must have sufficient arrangements in place to ensure the integrity of learner records.

Examples of evidence that may be provided:

- Student Information Systems (SIS): Documentation of SIS functionality: Description or documentation outlining how the SIS tracks student progress, records grades, manages attendance, and stores learner records securely.
- Attendance and Progress Reports: Sample attendance reports: Examples of reports generated from the SIS that show attendance records for students across various classes or sessions. Another example of evidence that may be submitted is progress reports: reports demonstrating how student progress is tracked over time, including assessments, grades, and feedback.
- Transcript and Certification Processes: Samples of official transcripts issued to students, demonstrating clarity and completeness of academic records. Certification processes: Documentation outlining how certifications or qualifications are awarded to students upon completion of programs, including verification and authentication processes.

2.1.3 Suitable subject matter experts and support staff

All providers must show that they have suitable recruitment, selection and development of qualified subject matter experts and support staff to deliver the programme. Examples of suitable evidence include:

- Qualifications and experience: Resumes or profiles of key personnel involved in QA, development, and monitoring, demonstrating their relevant qualifications and experience.

- Evidence of recruitment criteria: Job descriptions, recruitment policies or evidence of selection criteria
- Professional development: Evidence of ongoing training and professional development for staff involved in QA, ensuring they stay current with best practices.

2.1.4 Suitable assessment and moderation strategies and practices

Examples of evidence of assessment and grading procedures may include assessment policies i.e. Documentation outlining the procedures for conducting assessments, grading criteria, and policies on re-assessment if applicable.

2.2 CPD Programmes

Learning and development activities including short learning programmes (SLP), workshops, seminars/conferences or full/part qualifications that provide the Certified Director® or Chartered Director SA® members with the relevant ongoing learning to maintain their designation on an annual basis may apply for recognition as approved CPD programmes. Learning content must align to the Director Competency Framework™ to be considered for approval. See Annexure A1.

CPD points will be allocated on the basis of 1 point = 1 hour of learning activity (see Annexure C)

3 Roles and responsibilities

3.1 Approved providers, whether for recognised qualifications or for Approved CPD programmes, are responsible to:

- Pay the relevant fees see Annexure B and return the signed agreement to initiate the recognition
- Fulfil the terms of the agreement;
- Inform IoDSA of any changes to the content or the activity or intervention that could impact on the terms of the approval/recognition;
- Advertise the approval and/or recognition on their marketing collateral, websites and any other relevant communication media as deemed suitable using the provided and prescribed logos;

- Cooperate with the IoDSA and adhere to the terms of the monitoring of programme delivery.

3.2 IoDSA is responsible to:

- Fulfil the terms of the agreement;
- Inform the approved provider of any important changes to these guidelines that could affect the terms of the signed agreement
- Provide the approved provider with the relevant IoDSA logo
- Include the approved provider, recognised qualification and or approved CPD programme on the IoDSA website under the relevant section; and
- Communicate the approved qualification to potential designees and/or the relevant CPD activity to the Certified and Chartered Director (SA) members of the IoDSA.

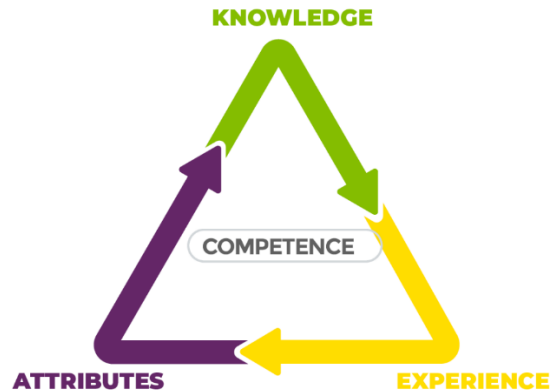
4 Cost

Fees associated with the approval/recognition of an activity, are listed below:

- Application fee for CPD Provider recognition: An annual payment that is required upon approval of the application
- Application fee for Education Provider recognition: A fee that is charged every three years for the approval and recognition of each qualification or programme

Fees are listed in Annexure B: Fees

Annexure A1: Director Competency Framework



The competency profile for Directors is made up of the values, knowledge, skills and experience that a director draws on when fulfilling their roles and responsibilities as part of a board, performing their duties as direction giver and applying their knowledge of the legislative, business and ethical environment when making decisions. The effective combination of knowledge, skills and experience underpinned by values is what defines the behaviour of a director as competent.

The IoDSA Director Competency FrameworkTM serves to outline the core technical and personal competencies expected of a competent director. In addition to these, the experience of applying the technical knowledge and managing social contexts, is also required by a director to be truly effective in his/her role on the board. A competent director is ethical and effective.

In order for a director to perform his or her role in a professional manner, he or she will need to possess the appropriate set of technical, personal and social competencies required of a director. The knowledge and skills underpinning these competencies are described in the table below:

TECHNICAL KNOWLEDGE AND APPLICATION		ELEMENTS/ COMPONENTS
A1	Organisational ethics and culture	Knowledge of codes of conduct, ethics policies, whistle-blowing mechanisms, setting of ethical standards and how it should be addressed within the organisation. How to govern organisational ethics to ensure an ethical culture and ensure the Board sets the tone from the top.
A2	Corporate citizenship and sustainability	Knowledge of integrated thinking, sustainability, compliance with SA law, and impact of the organisation's activities and outputs in respect to Workplace, Economy, Society and Environment. How to ensure that the organisation is and is seen as a responsible corporate citizen.

TECHNICAL KNOWLEDGE AND APPLICATION		ELEMENTS/ COMPONENTS
A 3	Strategy development	Knowledge of value creation process, strategy development and evaluation, risk and opportunities, stakeholder inclusive approach, organisations reliance and effect on the six capitals, solvency and liquidity and going concern. How to set strategic objectives, provide strategic direction and ensure the strategy realises the organisation's core purpose and value. How to oversee and monitor that policies and operational plans developed give effect to the approved strategy whilst driving performance against the approved strategic objectives.
A 4	Financial literacy and reporting	Knowledge of internal and external financial reporting requirements. How to Interpret financial statements and information and determine the financial performance and position of an organisation and identify linkages to strategic objectives.
A 5	Integrated reporting and thinking	Knowledge of frameworks and principles of integrated reporting, considering legal requirements and intended audience and purpose of various reports. How to apply the discipline of connecting the organisation's strategy, governance, performance and prospects to unleash sustained internal and external value.
A 6	Legal duties of directors, board and committees	Knowledge of director fiduciary duties (common law and statutory), corporate governance best practices (King IV), charters/terms of reference, roles and responsibilities of different governance role players. How to exercise objective judgement when executing your legal duties in the best interest of the organisation
A 7	Composition of board and committees	Knowledge of best practice recommendations in respect the composition of Boards and Board committees; rotation; succession planning. How to attain the appropriate balance on knowledge, skills, experience, diversity and independence in order to objectively and effectively discharge governance roles and responsibilities.
A 8	Board performance evaluation	Knowledge of best practice recommendations around performance evaluations of the board, board committees, board chair and individual directors; benefits of board performance evaluation and how to use such results. How to ensure continued improvement of board performance and effectiveness

TECHNICAL KNOWLEDGE AND APPLICATION		ELEMENTS/ COMPONENTS
A 9	Delegation to management and oversight of operations and performance	Knowledge of appointment of executives and roles thereof, delegation of authority, succession planning. How to ensure role clarity between the board and management and the effective exercise of authority and responsibilities.
A 10	Risk governance	Knowledge of risk tolerance and appetite setting, risk management, and overall risk governance best practices. How to govern risk within the organisation in a way that supports it in setting and achieving its strategic objectives.
A 11	Technology and information governance	Knowledge of TI charters and policies; TI governance framework; TI risks – Investments and Expenditure; Protection of information assets; Assurance; Disclosure. How to govern technology and information in a way that supports the organisation setting and achieving its strategic objectives
A 12	Remuneration governance	Knowledge of the components of remuneration; Linkage to performance; Ethical dimension of remuneration; Policy; Measurement; Reporting; Shareholders 'say on pay'. How to ensure that the organisation remunerates fairly, responsibly and transparently on all levels so as to promote the achievement of strategic objectives and positive outcomes in the short, medium and long term
A 13	Combined assurance	Knowledge of responsibilities of various assurance providers and how these are leveraged to provide assurance to the Board. How to ensure that assurance services and functions enable an effective control environment, and that these support the integrity of information for internal decision making and of the organisation's external reports.
A 14	Stakeholder and shareholder governance	Knowledge of methods and tools for effective stakeholder management & inclusivity; reputational risk. How to practice shareholder engagement and understand shareholder dynamics in various contexts.
A15	Compliance governance	Knowledge of compliance universe; compliance framework and process; integration into risk process. Laws, regulations and codes applicable to your industry/sector. How to govern compliance with applicable laws, and adopted, non-binding rules, codes and standards in a way that supports the organisation being ethical and a good corporate citizen.

PERSONAL ATTRIBUTES AND BEHAVIOURS		ELEMENTS/ COMPONENTS
B1	Integrity	Act in good faith and in the best interest of the organisation; avoid conflicts of interest; act ethically beyond mere legal obligations and set the tone for ethical organisational culture
B2	Competence	Act with due skill, care and diligence and take reasonably diligent steps to become informed about matters for decision; take continual steps to become competent in leading effectively.
B3	Responsibility	Collective responsibility taken for steering and setting direction for organisation; taking risks and capturing opportunities in a responsible manner and to the best interest of the organisation; take responsibility for potential negative outcomes of the organisation's activities by anticipating, preventing or ameliorating it; attend meetings as necessary and devote sufficient time to prepare for those meetings; Act as the custodian of good corporate governance.
B4	Accountability	Be willing to answer for the execution of responsibilities, even if delegated, and be held accountable for such actions.
B5	Fairness	Adopt a stakeholder-inclusive approach in the execution of role and responsibilities; direct the organisation in such a manner that it does not adversely affect the natural environment, society or future generations.

PERSONAL ATTRIBUTES AND BEHAVIOURS		ELEMENTS/ COMPONENTS
B6	Transparency	Act in a transparent manner in the exercising of governance role and responsibilities.
B7	Courage	Be willing to disagree and take an independent stance in the face of dissenting views and to potential personal detriment in the best interest of the organisation. Courage to take risks associated with directing and controlling a successful sustainable organisation.
B8	Ability to read people and situations	Understand others' perspectives and taking an active interest in their concerns; reading the currents, decision networks and politics at organisational level; recognising and meeting staff, client and member needs.
B9	Critical analysis and synthesis of information	Assimilate and synthesise financial, technical and qualitative information and simplify complex information and the ability to connect abstract, disparate ideas to deepen understanding, create new ideas and reflect on past decisions
B10	Decision making	Make decisions, even in the face of uncertainty; taking calculated risks through appropriate business judgment in support of the organisation's strategy; respond to business challenges in a constructive and creative manner. Contribute to an atmosphere of mutual respect, trust, candour and open debate for optimal decision-making; show respect for collective decisions made by the Board and where disagreeing, appropriately dissent from the decision.

PERSONAL ATTRIBUTES AND BEHAVIOURS		ELEMENTS/ COMPONENTS
B11	Strategic and visionary thinking	Ability to propose alternative options and present creative solutions and innovations that will lead to the best possible outcomes for the organisation, displaying a high performance mind-set and focus, being agile and resilient.
B12	Constructive challenge and conflict resolution	Challenge others in a forthright but respectful manner and manage conflicts and facilitate compromise when necessary to achieve an acceptable outcome
B13	Effective Communication	Listen attentively and dispassionately; display transparency, frankness and openness wherever possible, and communicate clearly and concisely
B14	Independence of mind	Having a questioning mind, practice professional scepticism and being alert to anything that may indicate misstatement due to error or fraud. Ability to ask questions even in areas outside of expertise to obtain clarity and challenge information presented as well as necessary assurance in order to make a decision.
B15	Commitment to personal and professional growth	Knowing own strengths and limitations and actively identify and participate in personal development and lifelong learning; including directorial role training and development.

Annexure A2: SAQA level descriptors

Descriptor	NQF 4	NQF 5	NQF 6	NQF 7	NQF 8
Scope of knowledge	A learner is able to demonstrate a <u>fundamental knowledge base of the most important areas</u> of one or more fields or disciplines, in addition to the fundamental areas of study, and a <u>fundamental understanding</u> of the - key terms, rules, concepts, established principles and - theories in one or more fields or disciplines	A learner is able to demonstrate an <u>informed understanding of the core areas</u> of one or more fields, disciplines or practices, and an <u>informed understanding</u> of the - key terms, concepts, facts, general principles, rules and - theories of that field, discipline or practice	A learner is able to demonstrate: <u>detailed knowledge of the main areas</u> of one or more fields, disciplines or practices, including an <u>understanding of and the ability to apply</u> the - key terms, concepts, facts, - principles, rules and - theories of that field, discipline or practice to <u>unfamiliar but relevant contexts</u>; and <u>knowledge of an area or areas of specialisation</u> and how that knowledge relates to other fields, disciplines or practices	A learner is able to demonstrate integrated <u>knowledge of the central areas</u> of one or more fields, disciplines or practices, including an <u>understanding of and the ability to apply and evaluate</u> the - key terms, concepts, facts, principles, rules and - theories of that field, discipline or practice; and <u>detailed knowledge of an area or areas of specialisation</u> and how that knowledge relates to other fields, disciplines or practices	A learner is able to <u>demonstrate knowledge of and engagement in</u> an area at the forefront of a field, discipline or practice; an <u>understanding of the theories, research methodologies, methods and techniques</u> relevant to the field, discipline or practice; and an <u>understanding of how to apply such knowledge</u> in a particular context.
Knowledge literacy	A learner is able to demonstrate an <u>understanding</u> that <u>knowledge in one field</u> can be <u>applied to related fields</u>	A learner is able to <u>demonstrate the awareness</u> of how <u>knowledge or a knowledge system</u> develops and evolves within the area of study or operation	A learner is able to <u>demonstrate an understanding</u> of different forms of <u>knowledge, schools of thought and forms of explanation</u> within an area of study, operation or practice, and awareness of <u>knowledge production processes</u>	A learner is able to demonstrate an <u>understanding</u> of knowledge as <u>contested</u> and the ability to <u>evaluate</u> types of <u>knowledge</u> and <u>explanations</u> typical within the area of study or practice	A learner is able to demonstrate the <u>ability to interrogate multiple sources</u> of knowledge in an <u>area of specialisation</u> and to <u>evaluate knowledge and processes of knowledge production</u>

Descriptor	NQF 4	NQF 5	NQF 6	NQF 7	NQF 8
Method and procedure	A learner is able to demonstrate the <u>ability to apply</u> - essential methods, - procedures and - techniques of the field or discipline to a <u>given familiar context</u>, and the <u>ability to motivate a change</u> using relevant evidence	A learner is able to demonstrate the <u>ability to select and apply</u> - standard methods, - procedures or - techniques within the field, discipline or practice, and to <u>plan and manage an implementation process</u> within a <u>well-defined, familiar and supported</u> environment	A learner is able to demonstrate the <u>ability to evaluate, select and apply</u> appropriate - methods, - procedures or - techniques in <u>investigation or application processes</u> within a <u>defined context</u>	A learner is able to demonstrate an <u>understanding of a range of methods of enquiry</u> in a field, discipline or practice, and their <u>suitability to specific investigations</u>; and the ability to <u>select and apply a range of methods to resolve problems</u> or <u>introduce change</u> within a <u>practice</u>	A learner is able to demonstrate an <u>understanding of the complexities and uncertainties</u> of - selecting, - applying or - transferring appropriate standard procedures, - processes or - techniques to <u>unfamiliar problems</u> in a <u>specialised field, discipline or practice</u>
Problem solving	A learner is able to demonstrate the ability to <u>use own knowledge to solve common problems</u> within a <u>familiar context</u>, and the <u>ability to adjust an application</u> of a common solution within relevant parameters to meet the <u>needs of small changes</u> in the problem or operating context with an understanding of the <u>consequences of related actions</u>.	A learner is able to demonstrate the ability to <u>identify, evaluate and solve defined, routine and new problems</u> within a <u>familiar context</u>, and to <u>apply solutions based on relevant evidence</u> and procedures or other forms of explanation <u>appropriate to the field, discipline or practice</u>, demonstrating an understanding of the consequences	A learner is able to demonstrate the <u>ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions</u> based on evidence and procedures appropriate to the field, discipline or practice	A learner is able to demonstrate the ability to <u>identify, analyse, evaluate, critically reflect on and address complex problems</u>, applying <u>evidence-based solutions and theory-driven arguments</u>.	A learner is able to demonstrate the ability to <u>use a range of specialised skills to identify, analyse and address complex or abstract problems drawing systematically on the body of knowledge</u> and methods appropriate to a field, discipline or practice

Descriptor	NQF 4	NQF 5	NQF 6	NQF 7	NQF 8
Ethics and professional practice	A learner is able to demonstrate the ability to <u>adhere to organisational ethics</u> and a code of conduct, and the ability to <u>understand societal values and ethics</u>	A learner is able to demonstrate the ability to <u>take account of, and act in accordance with, prescribed organisational and professional ethical</u> codes of conduct, values and practices and to <u>seek guidance on ethical and professional issues</u> where necessary.	A learner is able to demonstrate an <u>understanding of the ethical implications of decisions and actions</u> within an organisational or professional context, <u>based on an awareness of the complexity of ethical dilemmas</u>	A learner is able to demonstrate the <u>ability to take decisions and act ethically and professionally</u> , and the <u>ability to justify those decisions and actions</u> drawing on appropriate ethical values and approaches within a supported environment	A learner is able to demonstrate the <u>ability to identify and address ethical issues based on critical reflection</u> on the suitability of <u>different ethical value systems to specific contexts</u>
Accessing, processing and managing information	A learner is able to demonstrate a <u>basic ability</u> in gathering relevant information, <u>analysis and evaluation skills</u> , and the <u>ability to apply and carry out actions by interpreting information from text</u> and operational symbols or representations	A learner is able to demonstrate the <u>ability to gather information from a range of sources</u> , including oral, written or symbolic texts, to <u>select information appropriate to the task</u> , and to apply basic processes of analysis, synthesis and evaluation on that information	A learner is able to demonstrate the <u>ability to evaluate different sources of information</u> , to <u>select information appropriate to the task</u> , and to <u>apply well-developed processes of analysis, synthesis and evaluation</u> to that information.	A learner is able to demonstrate the <u>ability to develop appropriate processes of information gathering</u> for a given context or use; and the <u>ability to independently validate</u> the sources of information and <u>evaluate and manage the information</u>	A learner is able to demonstrate the <u>ability to critically review information gathering, synthesis of data, evaluation and management processes in specialised contexts</u> in order to <u>develop creative responses</u> to problems and issues
Producing and communicating information	A learner is able to demonstrate the <u>ability to communicate and present information reliably and accurately in written and in oral or signed form</u>	A learner is able to demonstrate the <u>ability to communicate information reliably, accurately and coherently</u> , using <u>conventions appropriate to the context</u> , in <u>written and oral or signed form</u> or in <u>practical demonstration</u> , including an understanding of and respect for <u>conventions around intellectual property, copyright and plagiarism, including the associated legal implications</u> .	A learner is able to demonstrate the ability to <u>present and communicate complex information reliably and coherently</u> using appropriate <u>academic and professional or occupational conventions, formats and technologies</u> for a given context	A learner is able to demonstrate the ability to <u>develop and communicate</u> his or her ideas and opinions in <u>well-formed arguments</u> , using appropriate <u>academic, professional, or occupational discourse</u>	A learner is able to demonstrate the ability to <u>present and communicate academic, professional or occupational ideas and texts</u> effectively to a range of audiences, offering <u>creative insights, rigorous interpretations and solutions</u> to problems and issues appropriate to the context.

Descriptor	NQF 4	NQF 5	NQF 6	NQF 7	NQF 8
Context and system	A learner is able to <u>demonstrate an understanding of the organisation or operating environment as a system within a wider context.</u>	A learner is able to <u>demonstrate the ability to operate in a range of familiar and new contexts, demonstrating an understanding of different kinds of systems, their constituent parts and the relationships between these parts, and to understand how actions in one area impact on other areas within the same system</u>	A learner is able to <u>demonstrate the ability to make decisions and act appropriately</u> in familiar and new contexts, demonstrating an <u>understanding of the relationships between systems,</u> and of how actions, ideas or developments in one system impact on <u>other</u> systems	A learner is able to demonstrate the <u>ability to manage processes in unfamiliar and variable contexts,</u> recognising that <u>problem solving is context and system bound, and does not occur in isolation.</u>	A learner is able to demonstrate the <u>ability to operate effectively within a system,</u> or manage a system based on an <u>understanding of the roles and relationships between elements</u> within the system.
Management of learning	A learner is able to demonstrate the <u>capacity to take responsibility for own learning</u> within a <u>supervised</u> environment, and the <u>capacity to evaluate own performance against</u> given criteria.	A learner is able to demonstrate the ability to <u>evaluate his or her performance or the performance of others,</u> and to <u>take appropriate action</u> where necessary; to take responsibility for his or her learning within a <u>structured learning process;</u> and to promote the learning of others	A learner is able to demonstrate the ability <u>to evaluate performance against given criteria,</u> and accurately identify and <u>address his or her task-specific learning needs</u> in a given context, and to provide support to the learning needs of others where appropriate	A learner is able to demonstrate the ability to <u>identify, evaluate and address his or her learning needs</u> in a <u>self-directed manner,</u> and to facilitate collaborative learning processes	A learner is able to demonstrate the ability to <u>apply, in a self-critical manner, learning strategies which effectively</u> address his or her professional and ongoing learning needs and the professional and ongoing learning needs of others
Accountability	A learner is able to demonstrate the • capacity to take decisions about and responsibility for actions, • and the capacity to take the initiative to address any shortcomings found	A learner is able to demonstrate the • ability to account for his or her actions, to work effectively with and respect others, • and, in a defined context, to take supervisory responsibility for others • and for the responsible use of resources, where appropriate	A learner is able to demonstrate the • ability to work effectively in a team or group, • and to take responsibility for his or her decisions and actions and the decisions and actions of others within well-defined contexts, • including the responsibility for the use of resources where appropriate	A learner is able to demonstrate the • ability to take full responsibility for his or her work, decision-making and use of resources, • and limited accountability for the decisions and actions of others in varied or ill-defined contexts.	A learner is able to demonstrate the • ability to take full responsibility for his or her work, decision-making and use of resources, • and full accountability for the decisions and actions of others where appropriate.

Annexure B: Fees

Approval fee per provider (per activity, per annum)		Amount (incl. VAT)
• Education Programmes	Full qualification	R 47, 400
	Part qualification or short learning programme	R 29, 700
• CPD Programmes	Full qualification or part qualifications	R 15, 800
	Short learning programmes (3 days or more)	R 9, 900
	Workshops, seminars and conferences	R5, 500

Annexure C: Guide on the allocation of CPD hours

CPD hours are calculated by awarding **1 CPD hour for every content bearing hour of CPD activity**.

There are 5 CPD categories: CPD delivered through workshops, seminars, conferences or full time study fall under courses, seminars and conferences. However, courses that include additional reading or preparation outside of the class time could also fall under Self-directed learning activities or personal activities outside work.

The number of CPD hours required from a CD(SA) or Certified Director is a minimum of 30 CPD hours per year.



Description (assuming that the hours are content bearing)	Courses, seminars and conferences	Self-directed learning activities
Full qualification (per annum)	✓	✓
Short learning programme (SLP)	✓	(✓)
Workshop, seminar, conference	✓	(✓)

(✓) = could have additional preparation outside of classroom; indicate in application whether this is required More detail about the CPD requirements on the [CPD Policy](#).