COMPANY PROFILE

127 Cecil Road
Salt River, Cape Town, 7925
PO Box 20, Rondebosch, 7701
Tel: ++27 (0)21 422 1644
Fax: ++ 27 (0) 21 447 6257
email: info@onlineftc.com
web: www.onlineftc.com

Fully accredited by the ETDP SETA
(Accreditation number: ETDP10163)

Accredited by the Services SETA
(Accreditation number: 10063)

Certified:
BBBEE Status Level 1
135% Recognition

Member of:

Updated: 03 January 2018
What do we do?
We provide leadership and management programmes for corporates, government and communities.

Our Vision
An internationally acclaimed leadership and management training provider.

Our Mission
We provide quality needs-based learning programmes that are geared towards helping participants achieve their professional and career goals.

An introduction
Since its inception in September 2005, The Fundamentals Training Centre (FTC) has been committed to providing the highest quality, needs-based training interventions to its clients, both locally and internationally. We are a 100% Black Economic Empowerment company, driven by our team’s passion for education, training and development and >100% commitment to excellent service.

We achieve this by a combination of unique features as follows:

- Our accreditation status
- Our people
- The way we structure and deliver our courses
- Our guiding principles
- Our social responsibility
- Our networks
- Our customers
- The programmes that we offer
Our Accreditation Status:

- Fully accredited by the ETDP SETA: **ETDP10163**
  
  This is the official state structure who quality assures training programmes provided in the education, training and development sector e.g. Training-of-Trainees.

- Accredited with the Services SETA: **10063**
  
  The SSETA ensures that the skill requirements of the services sector are identified and that adequate and appropriate skills are readily available. FTC gained provisional accreditation from this SETA and the approval to conduct the National Certificate in General Management in 2016.

- Certified: **BBBEE Status Level 1, 135% Contribution**

  BBBEE (Broad Based Black Employment Equity) code certifies that we have met the standard within the South African national framework for black economic empowerment.

Cornerstone

As of October 2015, FTC has been incorporated into the Faculty of Entrepreneurship and Economic Transformation of Cornerstone Institute as a Business Unit. Cornerstone Institute is registered with the Department of Higher Education and Training as a private higher education institution.

As part of Cornerstone, FTC has access to extensive resources and capacity, which give us a more competitive edge in the training market.

Our people

We operate on a very small base of personnel, all of whom bring exceptional expertise to the company in various needed capacities. Our Associate Human Resource model is premised on the contracting-in of the required expertise as we are awarded contracts. Hence we have an extensive database of more than 300 professional associates and support personnel, who we are willing and able to work with FTC on an as-needed basis.

- **Our Associates**

  We have access to more than 300 highly qualified and experienced trainers specialising in a wide range of course content who meet our stringent performance standards. This diverse human resource capacity that consists of individuals that have worked on international, national and local levels with proven track records of delivery in the education, training and development programmes to the state, private and non-governmental sectors. Within our pool of professionals are people that have worked extensively in all corners of South Africa.
It should be noted that our staff and Associates come from a host of backgrounds including national and local government, business and civil society organisations. Our associates consist of a group of professionals who are active in all sectors of education, training, development and the economy. All our facilitators are highly qualified professionals with excellent track records in experiential learning and practical approaches to assist course participants to increase their chances of achieving success in their chosen career paths.

The way we structure and deliver our courses

- Our courses are tailored to client’s needs
- Our course structure is flexible and designed to match clients’ available time and budget
- FTC produces its own materials and on an as-needed basis can source reputable materials on the open market
- We are able to provide off- and on-site training

Our Guiding Principles

A. Quality Training Programmes
We pursue the highest quality in all our training interventions. To realise optimal quality, we ensure:

- Relevant Training Material
All our learning programmes are unit standard aligned and are linked to sector skills plans as well as global skills requirements and international standards.

- Professional Facilitation
All our trainers are experts in their field and are highly qualified and experienced ETD professionals. Strict quality assurance systems and processes are in place. Our programmes are tailored to meet the specific preferences of our clients. FTC is dedicated to deliver thoroughness and quality in all its interventions.

- Innovation
We have a visionary approach to learning, continually exploring creative and innovative ways of delivering quality training programmes to our clients. This sets us ‘apart from the rest’. We harness the power of technology and ensure that we are on the cutting edge of the information age. For example, we have developed an Online Learning Environment through which some of our courses are delivered. We are also geared up to implement the full power of web-based learning management systems; provide multi-media learning experiences through video-conferencing; online buddying/
mentoring systems and the benefits of call centre technologies.

Our aim is to remove all physical barriers to the learning process, for example by:

- Enabling 24 hours per day of remote supported learning
- Providing learners with quality multi-media support materials such as video, audio and computer applications interface training
- Facilitating interactive learning
- Managing online formative and summative assessment of learning experiences.

**B. Equal Opportunities**

With democracy firmly in place in South Africa, we at FTC are committed to actively opposing discrimination with regards to physical and ideological differences. As an educational institution we feel that it is important for us to be a source of enlightenment with respect to human rights and democracy.

FTC subscribes to the South African Constitution and Bill of Rights. We place a high value on diversity of race, language, gender, sexual orientation and culture.

We also ensure that sound relations between management and staff exist to ensure that no rights are violated. Our equal opportunities policy commits us to creating a safe space where both staff and students are engaged in active teaching and learning without fear of any form of discrimination.

**C. Effective Training Methods**

Our training interventions are experiential, outcomes-based, participative and practical. The learning methods we employ offer a range of activities, exercises, case studies, syndicates, study circles, simulations and functional assignments, using a blended learning approach. Underpinning our methodology are concrete and tangible interventions which are used to assist with the translation of theoretical knowledge into practical skills.

**D. Appropriate Training Materials and Resources**

For each training initiative FTC produces learning materials of the highest quality and standards. Our materials development processes, like all our interventions, are customised and based on the needs of participants. We believe that materials have to be demand-driven, rather than supplied and we are committed to the highest standards.

Our course developers are able to develop materials in English, Afrikaans and isiXhosa. Learner manuals are provided to all learners. All our learning support materials are designed to be interactive for engagement in contact sessions and they are also great sources of information for future reference. Additional learning resources (for example, reference material illustrating and consolidating training points) can be provided electronically through our Online Learning Environment. Our learning programmes
usually include an on-the-job implementation component to ensure that acquired skills are effectively applied in the workplace.

Our Social Responsibility

As part of our commitment to social development, FTC has initiated its ‘Leaders for the Future’ Youth Development Project, which aims to build leadership capacity of emergent leaders from previously disadvantaged communities. Our Higher Education and Training Certificate: Development Practices form the cornerstone for our interventions in this regard. We have established partnerships with a number of not-for-profit organisations and institutions including:

- Active Social Assistance,
- Cancer Association of South Africa,
- Catholic Welfare Development,
- City of Cape Town,
- Education, Training and Development Practices Sector Education and Training Authority,
- Future Factory,
- Home SPM,
- Inyathelo: The South African Institute for Advancement,
- Jazzart,
- Koinonia,
- Laphumilanga Youth Development Association
- Lifeline,
- Lighthouse Grouping,
-Masifundise Youth Programme,
-Mitchell's Plain Education Forum
-National Association of Professional Teachers of South Africa,
-New Women’s Movement,
-Red Zebra,
-Retreat Community Health Care,
-Royal New Life Ministries,
-South African National Zakar Fund
-Scripture Union
-South African Youth Ministers Project,
-University of Cape Town,
-Women’s Development Businesses,
-Women’s Circle and
-Youth Unplugged.

Our engagements with these organisations range from delivery of community development programmes, project management of school leadership certificated programmes to delivery of specific short courses such as Conflict and Project Management.

Our Networks

Collectively, FTC’s owners, staff and associates are able to draw on a wide range of influential role-players through their active involvement in education, training and development for more than 30 years. We are members of a number of organisations including the Cape Regional Chamber of Commerce, the South African Oil and Gas Alliance and the South African Youth Travel Confederation.

Our Customers

Programmes recently completed:

For the first twelve years of its existence, FTC was been contracted by Chevron Angola, one of the world’s largest integrated energy companies, to
implement training programmes for their executive (middle, senior and administrative) staff. Our highly qualified facilitators conduct programmes in Business Administration, Leadership, Management, Human Capital Development (Training-of-Trainees), Financial Management and Strategic Planning, both in South Africa and in Luanda and Cabinda in Angola. FTC has previously been supported with the placing of students in job shadow programmes by the Department of Economic Development and Tourism.

Since January 2012, the Security Department of Chevron, Angola has contracted FTC to conduct Security Training and Development for Business for their supervisors and managers. The range of training courses focuses on how supervisors and managers can gain a better understanding of, be more effective leaders and have all the necessary technical competencies to manage their security environment.

FTC was contracted by the National School of Government to develop learning materials for implementation of the Compulsory Induction Programme (CIP), levels 1 -3 for public servants in South Africa. The Project scope included the reviewing, re-designing and re-development of existing learning materials, as well of the incorporation of relevant and appropriate new materials. Our process took into account the need for learning and training materials that embody the relevant legislative frameworks related to the public service, as well as the incorporation of the intrinsic values and building blocks of the South African Constitution. We fully comprehended the necessity to align the designing and writing of meaningful materials that can be successfully applied in an induction programme that responds to the needs and capacities of new entrants at salary levels 1-3.

FTC was contracted as the sole South African provider to deliver The International Youth Foundation’s (IYF) Passport to Success Programme (PTS) nationally. Based in Baltimore in the USA, IYF builds and maintains a worldwide community of businesses, governments, and civil society organizations committed to empowering youth to be healthy, productive, and engaged citizens. Its PTS curriculum and teacher support resources leads in international best practices related to life skills programming. PTS is structured to support teachers to model key life skills and create supportive environments for young people’s changed behaviours, while also building young people’s knowledge, skills and confidence to use their new skills in school, their personal lives, and in the workplace.

In 2015, IYF trained a cache of FTC Associates to become PTS Master Trainers and these in turn trained lectures of TVET Colleges in Cape Town and Bloemfontein to become PTS Trainers.

FTC has delivered a range of professional development programmes to the National Professional Teachers’ Organisation of South Africa (NAPTOSA) since 2012. To date the courses we have delivered include Confident Communication, Leadership and Management within the School Context, Administrative and Secretarial Skills and Conflict Management. We are also ran a series of seminars dealing with the following topics:

- Debt Recovery
- Understanding the PFMA (Public Financial Management Act),
- Understanding SARS,
- Financial Management,
- Financial management for Non-Financial Managers,
- Accounting for School Bursars and
The overwhelmingly positive response to our training programmes and seminar series, underscored by a year-on-year greater demand for our services, demonstrates our ability to provide innovative programme responsive to real needs of educators at the chalk-face.

From 2007 to 2009 FTC was responsible for project management and delivery of a school leadership programme to more than 350 school managers on behalf of the University of Cape Town (UCT). This programme was spear-headed by the Minister of Education and funded by the national Department of Education and the Western Cape Education Department. FTC provided resources, such as project management and co-ordination, materials development, lecturing, assessment, mentoring services and administrative and logistical support for this important initiative. External evaluations completed pointed to UCT’s programme, as run by FTC, as ‘the best’ in South Africa.

When the field-testing phase was completed, UCT absorbed the project management into the university’s systems. Since then Noel Daniels and Jackie Esau continue to provide planning, lecturing, mentoring, assessment and moderation services on this programme until 2014.

Women’s Development Businesses (WDB) has contracted FTC to deliver our HETC: Development Practice qualification to their Development Facilitators through a year-long fully accredited programme. The Development Facilitators work with rural communities, especially women and families in Mpumalanga, KwaZulu-Natal and Limpopo Provinces. Our programme is central to WDB’s objective of ensuring that rural women are given all the necessary tools to help their targeted communities to break out of the cycle of poverty.

The projects that the Development Facilitators implement, under our guidance and tuition, has already improved the lives of people through the various development programmes and the creation of sustainable business and job opportunities that have been initiated and facilitated to date.

FTC worked with the South African National Zakah Fund (SANZAF), to build the capacity of its front end community workers who serve as Imams and Molanas at various mosque across the Cape Metropole. We delivered courses in Business Communication and IT Skills and a Community Development Skills Programme which included courses on Establishing a Community Development Project, Planning Advocacy Campaigns, Poverty and Development, Problem Solving and Decision-Making. We are proud of our 100% throughput rate on our accredited programmes that we enjoy with these participants to date.

Schlumberger FTC implemented its Integrated Life Management course to middle and senior-management individuals, administrators and technicians of Schlumberger, a leading international oilfields service provider. These delegates are existing staff and new recruits from countries across Africa, including Angola, Gabon, Chad and the Democratic Republic of Congo. The Integrated Life
Management course is a dynamic and highly interactive programme consisting of the following modules: Goal Setting and Planning; Time Management; Conflict Management and Organisational Cultures. Independent research has shown that new recruits who participate in our course perform better, not only in Schlumberger’s Induction programme but in their respective jobs as well.

The ETDP SETA contracted FTC for two rounds of learnerships to conduct the HETC: Development Practice to 44 learners from the Cape Metropole area. FTC provided materials development, facilitation, assessment, moderation, mentoring and administrative services. The learners were selected from various NGO’s, including CANSA, Future Factory and Youth Unplugged, serving communities from a range of socio-economic backgrounds. 43 of the 44 learners graduated with the full qualification in 2012.

FTC implemented a national Supervisory Development Programme to supervisory staff, mainly legal practitioners, from the Road Accident Fund. We designed and developed a modular programme and facilitated contact sessions simultaneously in Cape Town, Johannesburg, Pretoria, East London and Durban during 2010/11. This programme provided key competencies and improved practices in the areas of Leading for Business Performance in the Public Sector; Customer Orientation; Building your Personal Brand; Lead and Develop Talent and Leading Change and Transformation.

FTC worked with The Bryan Slingers Partnership to deliver empowerment programmes to school leaders between June 2008 and June 2009, called the Take Beyond Programme. The project involved 40 principals of schools along the Klipfontein Corridor from Khayelitsha to Mowbray, Cape Town. Our interventions were rated as ‘highly successful’, with extensive praise coming from the school principals and the sponsors.

Jazzart Dance Theatre, one of South Africa’s premier dance companies, in partnership with FTC, implemented an Academic Support Programme to secure employability for their dancers into the future. In this visionary programme FTC was responsible for the academic achievements of the company and trainee dancers, providing lecturing, tutoring, materials, training, administrative, logistic and assessment support services and career-path counselling.

FTC’s delivery of the Paraffin Safety Association of Southern Africa’s Community Champions training programme and mentoring programme with their regional managers across South Africa broke new ground. The application of our blended methodology of face-to-face, telephonic and electronic support via our own Online Learning Environment was considered the most effective approach ever applied in PASASA’s history.

The Wholesale and Retail SETA, is an agent of transformation by providing employment equity and broad-based BEE through skills development. FTC was chosen as one of 6 providers to provide training to 300 learners in the Western Cape, as part of the Ikusasa Project. This national project aimed at training 1 800 Grade 12 throughout South Africa to enable them to access the labour market. The 60 learners trained by FTC were successfully placed at various retail outlets.
Our Customers say:

“That was the best training I ever attended!”
Learner on RAF Supervisory Development Programme

“I enjoyed the interaction amongst participants, including the fact that we could be honest and open.”
Learner on the HETC: Development Practice Learnership

“We had a great facilitator who introduced me to new words and dynamic scenarios which emphasised real situations in the work environment.”
Learner from Chevron Angola

“The programme was planned perfectly. It shows that it was compiled by professionals who have a lot of experience.”
Learner on PASASA Community Champions Programme
Short Courses:

FTC successfully (based on evaluations completed and on file) delivered various short courses to a range of clients. These courses included:

- **Clickatell**, a leading global mobile messaging service provider, contracted FTC to conduct a *Professional Report Writing in a Technical Context* to 8 of their supervisors over a period of 4 days.

- FTC developed training materials entitled the *Isibindi Pathways to Possibilities for Youth Development Facilitators* for the **National Association of Child Care Workers (NACCW)**, sponsored by **UNICEF**. Furthermore, a Training of Trainers session was conducted for Community Development Practitioners who would be conducting the training in the field.

- The **Women’s Development Businesses Trust (WBD)** contracted FTC to conduct a *Community Development* refresher course for 20 Auxiliary workers engaged in communities in Mfolozi, Kwazulu-Natal.

- FTC rolled out the *Moderator Course* to 15 GET and FET Advisors working for the WCED’s **Metro South Education District (MSED)**.

- FTC conducted a *Speak with Assurance* course for 10 intermediate phase teachers from **Metro South Education District (MSED)**. The sessions were held on a Saturday mornings over a period of 6 weeks.

- FTC rolled out the *Balanced Language Programme Workshop* over 3 sessions to 45 educators from **Metro South Education District (MSED)**. The Balanced Language Approach encourages teachers to integrate instruction with authentic reading and writing and experiences so that learners are equipped to use relevant and appropriate literacy strategies and skills.

- A Leadership and *Management in the ISO Context Course* for **Travel with Flair**, a leading travel solutions company. The participants explored how internally different suppliers need to understand the expectations, responsibilities and accountability of all other departments and to work towards a relationship built on agreed Service Level Agreements (SLAs). A further aspect was the integration of the ISO series of principles and processes into its various functions.

- A dynamic and interactive *Teambuilding Workshop* for the teaching staff of **Rhenish Primary School**.

- An accredited *Establish a Community Resource Project Skills Programme* for the **Volunteer Centre** for 8 dedicated volunteers.

- A series of *Organisational Developmental workshops* for part of **False Bay College’s** strategic planning programme. The objective to gain buy-in of the strategic plan from the broad management team and to kick-start the implementation thereof was successfully realised.
FTC’s *Dynamic Leaders* training course was delivered for leaders of 12 participating organisations of REMGRO’s *Strengthen Our Society* initiative based in Stellenbosch.

An *Event Management for Sport* course to 14 sports club committee members and cricket players in Oudsthoorn for the *Department of Cultural Affairs and Sport*.

An accredited *Plan and Facilitate an Adult Learning Event Skills Programme* for the *Sign Language Education and Development* organisation for 16 hearing impaired learners. The learners were trained on methodologies that they could employ when they trained others (mainly hearing learners) how to use sign language.

A *Personal Management Course* for delegates on the SMILES project of the *Institute for Mathematics and Science Teaching of the University of Stellenbosch*. The topics covered included change management, conflict management; time and stress management. Team building components were also interposed into the programme in the forms of dance movement and Djembe drumming sessions.

An accredited *Entrepreneurship and Business Plans Skills Programme* for the *Steenberg Community Learning Centre* for 22 learners located in the Steenberg area and surrounds.

A *Dynamic Leaders* training course for the management and supervisory staff of *GF Jooste Hospital*.

FTC conducted an accredited *Event Management* training programme for 22 data capturers for the *Department of Cultural Affairs and Sports*.

An accredited *Training-of-Trainer* course for the Employment Equity Co-ordinator of *Metropolitan Life*.


A *Business Communication Techniques* course for participants entering the job market, sponsored by the *South African Oil and Gas Alliance*.

A *Professional Development* workshop for the staff of the *Robben Island Museum*. This included Conflict Management, Team Building and Goal Setting. The highly interactive sessions integrated metaphors from arts and culture (dancing, drumming and painting) to inject creativity and excitement into the informative theoretical and practical sessions.

A workshop to SMME’s on *Support for Levy Paying Organisations* for the *ETDP SETA*.

Conducted a *Decision-making and Problem Solving* course to the supervisory and management team of *Sechaba Medical Solutions*.

Delivered a *Time and Stress Management* and an *Email Writing* Course to the 12 supervisors and staff of *Sechaba Medical Solutions*. 
• Delivered an intensive *Time Management* workshop with 18 managers, teachers and support staff of *Eurocentres*.

• Conducting *HIV/AIDS Research* in Limpopo and the Free State Provinces for **C.A.R.E. International**.

• Conducting a *Mentorship Programme* for the Municipal Manager of the Overberg District of the Western Cape on behalf of **Department of Local Government and Housing**.

• An accredited *Business Writing Skills* course for 30 members for the Department of Safety and Security of the **City of Cape Town**

• A *Report Writing* course for 15 officials in the Housing Department of **City of Cape Town**.

• A *Policy Development* course to 15 key head office staff from the **Western Cape Education Department**.

• A *Promotion of Literacy* course delivered to 25 educators on behalf of the **Western Cape Education Department**.

• Training to 75 teachers in *Assessment Strategies* on behalf of the **Western Cape Education Department**.

• A *Professional Development* course to 100 members of school management teams on behalf of the **Western Cape Education Department**.
The Programmes That We Offer

▶ FTC’s accredited qualifications and courses

FTC has four programmes that are fully accredited by the South African Qualifications Authority, viz.:

- Higher Education and Training Certificate: Development Practice
- National Certificate in General Management
- Training of Trainers (TOT) Programme
- English @ Work Course/ Business English/ Business Writing

These programmes are offered as a full qualification in the form of a skills programme, a learnership or a straight course. The broader programme can also be broken into smaller, standalone components, which we are able to present as short courses.

▶ FTC is accredited with the following unit standards by the ETDP SETA:

<table>
<thead>
<tr>
<th>Course Title (Unit Standard Title)</th>
<th>NQF Level</th>
<th>Credits</th>
<th>NLRD ID No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Moderator Course (Conduct moderation of outcomes-based assessments)</td>
<td>6</td>
<td>10</td>
<td>115759</td>
</tr>
<tr>
<td>2. Plan a learning event (Plan a learning event)</td>
<td>4</td>
<td>8</td>
<td>10231</td>
</tr>
<tr>
<td>3. Organise a Learning Programme (Organise a programme of learning)</td>
<td>5</td>
<td>8</td>
<td>10288</td>
</tr>
<tr>
<td>4. Facilitate a Learning Programme (Facilitate a programme of learning)</td>
<td>5</td>
<td>24</td>
<td>10289</td>
</tr>
<tr>
<td>5. Facilitating Adult Learning (Facilitate an adult learning event)</td>
<td>4</td>
<td>16</td>
<td>7384</td>
</tr>
<tr>
<td>6. How to use Learning Aids (Evaluate, select and adapt published learning materials and develop, use and evaluate own supplementary learning aids)</td>
<td>5</td>
<td>12</td>
<td>10290</td>
</tr>
<tr>
<td>7. Evaluating your Facilitation (Evaluate own facilitation performance)</td>
<td>4</td>
<td>8</td>
<td>7388</td>
</tr>
<tr>
<td>8. Administration of Learning Groups (Fulfil administrative requirements of a learning group)</td>
<td>4</td>
<td>6</td>
<td>7387</td>
</tr>
<tr>
<td>9. Assessing Learners (Assess learners within a learning situation)</td>
<td>4</td>
<td>10</td>
<td>7386</td>
</tr>
<tr>
<td>10. Communication (Engage in sustained oral communication and evaluate spoken texts)</td>
<td>4</td>
<td>5</td>
<td>119462</td>
</tr>
<tr>
<td>11. Using Language in Learning Programmes (Use language and communication in occupational learning programmes)</td>
<td>4</td>
<td>5</td>
<td>119471</td>
</tr>
<tr>
<td>12. Accommodating your Audience in Communication (Accommodate audience and context needs in oral/ signed communication)</td>
<td>3</td>
<td>5</td>
<td>119472</td>
</tr>
<tr>
<td>13. Writing Course (Write for a wide range of contexts)</td>
<td>4</td>
<td>5</td>
<td>119459</td>
</tr>
<tr>
<td>14. Responding to Text (Read/ view, analyse and respond to a variety of texts)</td>
<td>4</td>
<td>5</td>
<td>119469</td>
</tr>
<tr>
<td>15. Interpreting Information (Interpret and use information from texts)</td>
<td>3</td>
<td>5</td>
<td>119457</td>
</tr>
<tr>
<td>Course Title (Unit Standard Title)</td>
<td>NQF Level</td>
<td>Credits</td>
<td>NLRD ID No.</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------------</td>
<td>-----------</td>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>16. Facilitate ABET Levels 1 and 2 <em>(Facilitate an additional language (English) at ABET levels 1 and 2)</em></td>
<td>5</td>
<td>16</td>
<td>7393</td>
</tr>
<tr>
<td>17. Facilitate Communications at ABET Levels 3 and 4 <em>(Facilitate Communications at ABET levels 3 and 4)</em></td>
<td>5</td>
<td>20</td>
<td>10297</td>
</tr>
<tr>
<td><strong>HETC: Community Development</strong> <em>(Following are Unit Standards in this qualification)</em></td>
<td>5</td>
<td>120</td>
<td>23095</td>
</tr>
<tr>
<td>18. Establish a Community Resource Project <em>(Establish a community resource project)</em></td>
<td>5</td>
<td>20</td>
<td>14800</td>
</tr>
<tr>
<td>19. The Theories and Principles of Transformative Development Practice <em>(Demonstrate a critical understanding of theories and principles of transformative development practice)</em></td>
<td>5</td>
<td>8</td>
<td>110058</td>
</tr>
<tr>
<td>20. Plan Advocacy Campaigns and Workshops <em>(Plan advocacy campaigns and workshops in development practice)</em></td>
<td>5</td>
<td>8</td>
<td>110063</td>
</tr>
<tr>
<td>21. Plan and Conduct Assessment <em>(Plan and conduct assessment of learning outcomes)</em></td>
<td>5</td>
<td>15</td>
<td>7978</td>
</tr>
<tr>
<td>22. Plan and Conduct Research <em>(Plan and conduct research that redresses social development issues)</em></td>
<td>5</td>
<td>10</td>
<td>110059</td>
</tr>
<tr>
<td>23. Plan Learning Programmes <em>(Plan learning programmes that redress social development issues)</em></td>
<td>5</td>
<td>8</td>
<td>110060</td>
</tr>
<tr>
<td>24. Plan the Facilitation of Learning <em>(Plan the facilitation of learning in development practice)</em></td>
<td>5</td>
<td>10</td>
<td>110062</td>
</tr>
<tr>
<td>25. Prepare Learning Materials for Programmes <em>(Prepare learning materials for programmes in development practice)</em></td>
<td>5</td>
<td>8</td>
<td>110061</td>
</tr>
<tr>
<td>26. Entrepreneurship <em>(Demonstrate an understanding of entrepreneurship and develop entrepreneurial qualities)</em></td>
<td>1</td>
<td>7</td>
<td>14444</td>
</tr>
<tr>
<td>27. Business Plans <em>(Demonstrate an understanding of a general business plan and adapt it to a selected business idea)</em></td>
<td>1</td>
<td>2</td>
<td>10006</td>
</tr>
<tr>
<td>28. HIV/AIDS and its Implications <em>(Demonstrate an understanding of HIV/AIDS and its implications)</em></td>
<td>2</td>
<td>4</td>
<td>8494</td>
</tr>
<tr>
<td>29. Understanding the Project Cycle <em>(Demonstrate a knowledge and understanding of the aspects of the project cycle)</em></td>
<td>4</td>
<td>8</td>
<td>110481</td>
</tr>
<tr>
<td>30. Human Rights and Democracy <em>(Demonstrate understanding of the concept of human rights and democracy and its application in society)</em></td>
<td>5</td>
<td>12</td>
<td>119665</td>
</tr>
</tbody>
</table>

> FTC is accredited with the following unit standards by the Services SETA:

<table>
<thead>
<tr>
<th>Course Title (Unit Standard Title)</th>
<th>NQF Level</th>
<th>Credits</th>
<th>NLRD ID No.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>National Certificate in General Management</strong> <em>(Learning Programme ID: 60269)</em> <em>(Following are Unit Standards in this qualification)</em></td>
<td>5</td>
<td>165</td>
<td>59201</td>
</tr>
<tr>
<td>31. Project Management <em>(Develop, implement and evaluate a project plan)</em></td>
<td>5</td>
<td>8</td>
<td>252022</td>
</tr>
<tr>
<td>32. Operational Management <em>(Develop, implement and evaluate an operational plan)</em></td>
<td>5</td>
<td>8</td>
<td>252032</td>
</tr>
<tr>
<td>33. Change Management <em>(Formulate recommendations for a change process)</em></td>
<td>5</td>
<td>8</td>
<td>252021</td>
</tr>
<tr>
<td>34. Leadership Theory and Practice <em>(Analyse leadership and related theories in a work context)</em></td>
<td>5</td>
<td>8</td>
<td>120300</td>
</tr>
<tr>
<td>35. Knowledge Management <em>(Apply the principles of knowledge management)</em></td>
<td>5</td>
<td>6</td>
<td>252044</td>
</tr>
<tr>
<td></td>
<td><strong>Course Title (Unit Standard Title)</strong></td>
<td><strong>NQF Level</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>36.</td>
<td>Coaching <em>(Select and coach first line managers)</em></td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>37.</td>
<td>Human Resource Management <em>(Lead people development and talent management)</em></td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>38.</td>
<td>Innovation in the Workplace <em>(Create and manage an environment that promotes innovation)</em></td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>39.</td>
<td>Organisational Ethics <em>(Apply the principles of ethics to improve organisational culture)</em></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>40.</td>
<td>Risk Management <em>(Monitor, assess and manage risk)</em></td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>41.</td>
<td>Financial Analysis <em>(Apply mathematical analysis to economic and financial information)</em></td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>42.</td>
<td>Financial Management <em>(Manage the finances of a unit)</em></td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>43.</td>
<td>Diversity Management <em>(Manage a diverse workforce to add value)</em></td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>44.</td>
<td>Professional Relationship Management <em>(Devise and apply strategies to establish and maintain workplace relationships)</em></td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>45.</td>
<td>Effective Communication <em>(Use communications techniques effectively)</em></td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>46.</td>
<td>Decision Making <em>(Apply a systems approach to decision-making)</em></td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>47.</td>
<td>Monitoring and Evaluation <em>(Monitor and evaluate team members against performance standards)</em></td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>48.</td>
<td>Teambuilding <em>(Build teams to achieve goals and objectives)</em></td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>49.</td>
<td>Training and Development Management <em>(Promote a learning culture in an organisation)</em></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>50.</td>
<td>Recruitment and Selection <em>(Recruit and select candidates to fill defined positions)</em></td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>51.</td>
<td>Combatting Corruption in the Workplace <em>(Develop a plan to combat corruption)</em></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>52.</td>
<td>Conflict Management <em>(Interpret and manage conflicts within the workplace)</em></td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>53.</td>
<td>Fundamentals of Change Management <em>(Recognise areas in need of change, make recommendations and implement change in the team, department or division)</em></td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>54.</td>
<td>Strategic Management <em>(Develop and implement a strategy and action plans for a team, department or division)</em></td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>55.</td>
<td>Emotional Intelligence <em>(Apply the principles and concepts of emotional intelligence)</em></td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>
Full list of FTC Programmes
Courses marked with * have accreditation options

### Leadership and Management
- FTC36 - Becoming an Effective Manager
- FTC04 - Applied Project Management*
- FTC05 - Leadership and Management*
- FTC08 - Navigating SA's Education Laws
- FTC09 - Women in and into Leadership and Management Positions
- FTC15 - Organisational Forward Planning*
- FTC17 - Problem Solving and Decision Making*
- FTC94 - Leadership and Management in the African Context
- FTC98 – Leadership and Management – A Systems Approach
- FTC24 - Mentor and Manage Mentoring Programmes*
- FTC27 - Measuring Success
- FTC54 - Language in Leadership and Management
- FTC66 - An Introduction to Advocacy and Lobbying
- FTC69 - Introduction to Leadership and Management (Short Course)
- FTC97 - Quality Leadership and Management in the ISO Context
- FTC112 - Leadership and Management for Business Performance

### Business Communication
- FTC90 - Business Writing*
- FTC91 - Speaking with Confidence*
- FTC18 - Effective E-Mail Writing*
- FTC48 - Developing Funding Proposals*
- FTC49 - Report Writing*
- FTC60 - Presentation Skills
- FTC115 - Confident Communication – Speaking with Assurance
- FTC117 - Confident Communication – Reading for Enrichment
- FTC95 - Reading and Research for Enrichment
- FTC96 - Integrated Communication
- FTC68 - Building the Skills of Minute-taking*
- FTC85 - Business Writing Skills*
- FTC39 - Computer Literacy
- FTC70 - Communicate with Zeal
- FTC116 - Confident Communication – Definitive Writing Skills
- FTC118 - Confident Communication – Integrate your Learning

### Financial Management
- FTC46 - Financial Management for Non-financial Managers (Bridging Course)
- FTC19 - Financial Management for All (Basic bookkeeping)
- FTC35 - Interpreting Financial Statements
- FTC114 - Fraud Prevention and Basic Forensic Auditing
- FTC26 - Risk & Fraud Management
- FTC30 - Women Working with Money
- FTC34 - Banking and Banking Systems
- FTC45 - Financial Auditing
- FTC47 - Forensic Auditing

### Peer Relationship Management
- FTC03 - Conflict Management*
- FTC21 - Time and Stress Management
- FTC33 - Anti-bias and Diversity*
- FTC40 - Coping with Stress
- FTC51 - Group Dynamics / Multi-Functional Teams
- FTC55 - Integrated Life Management
- FTC56 - Making the Most of Change*
- FTC58 - Negotiation Skills
- FTC63 - Team Building*
- FTC58 - Negotiation Skills
- FTC65 - Introduction to Emotional Intelligence*
Business Administration

- FTC37 - Business Administration
- FTC38 - Business Contract Management and Administration
- FTC59 - Office Administration and Management
- FTC62 - Secretarial and Administrative Skills

Customer Relationship Management

- FTC25 - Customer Service
- FTC28 - Skills and Techniques for Successful Selling
- FTC64 - Customer Relationship Management (CRM)
- FTC74 - Marketing on a Limited Budget Workshop

Human Resource Management

- FTC14 - Strategic Human Resource Management
- FTC52 - Human Resource Management
- FTC53 - Induction
- FTC61 - Recruitment and Selection*

Anti-bias and Diversity

- FTC92 - Anti-bias and diversity for delegates studying, working and living in multi-cultural contexts
- FTC93 - Anti-bias and diversity for expatriates working and living in multi-cultural contexts

Community Development

- FTC01 - Understanding HIV and Aids and its Implications*
- FTC02 - Assessor Course*
- FTC71 - Establishing a Community Resource Project*
- FTC72 - Theories and Principles of Transformative Development Practice*
- FTC75 - Prepare Learning Support Materials for Programmes*
- FTC76 - Plan and Conduct Research*
- FTC77 - Plan Advocacy Campaigns and Workshops*
- FTC78 - Understanding Project Cycles*
- FTC79 - Plan the Facilitation of Learning*
- FTC82 - Plan Learning Programmes*
- FTC83a - Entrepreneurship and Business Plans [Entrepreneurship and Entrepreneurial Qualities]*
- FTC83b - Entrepreneurship and Business Plans [General Business Plans and ideas]*
- FTC84 - Human Rights and Democracy and its Application in Society*
- FTC80 - Plan and Conduct Assessment of Learning Outcomes*
- FTC06 - Organisational Development for Community Organisations
- FTC07 - Analytical Approach to Community Issues
Train-the-Trainer

- FTC02 - Assessor Course*
- FTC32 - Adult Learning*
- FTC41 - Designing Education and Training Events*
- FTC43 - Exploring Experiential Learning
- FTC44 - Facilitator Skills*
- FTC57 - Methodologies for Education and Training Events*
- FTC60 - Presentation Skills
- FTC73 - Moderators Course*
- FTC79 - Plan the Facilitation of Learning*
- FTC82 - Plan Learning Programmes*

Personal Growth Development

- FTC16 - Creative Writing
- FTC17 - Problem Solving and Decision Making*
- FTC20 - Theory of Self Imposed Limitations
- FTC22 - Living in the Moment
- FTC23 - Personal Marketing
- FTC50 - Goal Setting
- FTC67 - Applied Critical Thinking
- FTC70 - Communicate with Zeal

The following courses are delivered in partnership with cutting-edge training providers and relevant specialists in this field. FTC’s Quality Management Systems ensures that the client continues to receive the highest quality service.

Film & Media Development

- FTC10 - Proposal Writing for Audio-visual Projects
- FTC11 - Film & TV Production Management
- FTC12 - Assistant Director (Film & TV Drama)
- FTC13 - Researching for Television
- FTC29 - Story Telling and your Camera

Security Training and Development for Business

- FTC97 - Security Guarding for Management
- FTC98 - Security Awareness, Concepts and Practices including Electronic Security Awareness
- FTC100 - Close Contact (VIP) protection
- FTC101 - Investigation Management
- FTC102 - Maritime Security

Computer Training

- FTC103 - Introduction to Computers
- FTC104 - Online Communication – MS Outlook
- FTC105 - Online Communication – Using the Internet
- FTC106 - MS Word
- FTC107 - MS Excel
- FTC108 - MS PowerPoint
- FTC109 - MS Access
- FTC110 - MS Project
- FTC111 - Utilising Social Media
- FTC113 - Using Online Tools to Enhance Logistical Efficiency and Effectiveness
FTC Saldanha

FTC Saldanha is a franchise of The Fundamentals Training Centre catering to the Oil and Gas Industry, especially located on the West Coast of the Western Cape Province.

Training Courses we offer:

**INTRODUCTION TO PROCESS AND INSTRUMENTATION DRAWINGS**
*Training Category: Basics & Fundamentals of the Oil & Gas Industry*
This course equips the learners with necessary competence to be able to read and interpret basic process and instrumentation diagrams in a processing plant.

**WELLHEAD AND COMPLETION**
*Training Category: Exploration and Production (Upstream Operations)*
This course equips the learners with necessary understanding of the completion process after the drilling campaign.

**INTRODUCTION TO DCS (ICSS) OPERATIONS**
*Training Category: Processes and Systems and DCS Operations*
This is an introductory course to equip learners with necessary knowledge to understand how a Distributed Control System works.

**THE FUNDAMENTALS OF PUMP OPERATION**
*Training Category: Processes and Systems and DCS Operations*
The purpose of this course is to equip the learner with the necessary knowledge and skill of to operate different types of pumps in an upstream or downstream Oil and Gas facility.

**SAFETY WATCHER TRAINING**
*Training Category: Health, Environment, Safety & Quality (HSEQ)*
This course equips learners with the necessary competence to perform the task of Safety Watcher during the performance of maintenance activities in a processing plant.

Executive Board Member

**Dan Daniels** holds an Advanced Diploma for Educators of Adults (UCT) and is an accredited Assessor and Moderator. He is very passionate about the education, training and development of the people of South Africa. He was a member of the first Standard Generating Body to develop the standards for the Petroleum and Base Chemicals Chamber of CHIETA.

He has worked extensively in the Oil and Gas industry, starting his career at the Caltex Oil Refinery in Milnerton (now Chevron Cape Town Refinery. During this period he has filled various roles in plant operation and skills development. He wrote a number of training manuals specifically for process plant technicians in the petro-chemical industry.

Dan has spent the last 8 years of working as a consultant in the upstream oil and gas environment as Production Advisor, Training Materials Developer, Training Facilitator and Control Room Simulator Instructor working in Libya, Korea and Nigeria.
### Registrations and Certificates

<table>
<thead>
<tr>
<th>Registration/Certificate Type</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company registration no.</td>
<td>2005/137378/23</td>
</tr>
<tr>
<td>VAT registration no.</td>
<td>4020231926</td>
</tr>
<tr>
<td>PAYE registration no.</td>
<td>7250761899</td>
</tr>
<tr>
<td>UIF registration no.</td>
<td>U250761899</td>
</tr>
<tr>
<td>SDL registration</td>
<td>L250761899</td>
</tr>
<tr>
<td>ETDP SETA registration no.</td>
<td>ETDP10163 21/02/2012 - 31/03/2016</td>
</tr>
<tr>
<td>Compensation Fund registration no.</td>
<td>2308-279-2300</td>
</tr>
<tr>
<td>BEE Certificate no.</td>
<td>EXM2349</td>
</tr>
<tr>
<td>Income Tax reference no.</td>
<td>9187390167</td>
</tr>
<tr>
<td>Tax Clearance Certificate</td>
<td>On file</td>
</tr>
<tr>
<td>Bank Clearance</td>
<td>On file</td>
</tr>
<tr>
<td>Western Cape Supplier Database (Tradeworld)</td>
<td>IVIOXRUTRW</td>
</tr>
<tr>
<td>W &amp; R SETA Supplier reference no.</td>
<td>WES0257</td>
</tr>
<tr>
<td>UCT Vendor Number</td>
<td>203039</td>
</tr>
<tr>
<td>City of Cape Town Vendor no.</td>
<td>16954</td>
</tr>
</tbody>
</table>

### Banking Details

- **Bank:** Standard  
- **Name:** The Fundamentals Training Centre  
- **Account number:** 071429999  
- **Type:** Current  
- **Branch:** Rondebosch, Cape Town  
- **Branch code:** 025009  
- **Swift code:** sbzaajj