


		Curriculum Document			
Curriculum Code		Curriculum Title		Logo	
242401001		Learning and Development Practitioner			
		Name	Email	Phone	Logo
Development Quality Partner		ETDP SETA	info@etdpseta.org.za	(011) 372 3300	

## Table of content

SECTION 1: CURRICULUM SUMMARY .....	5
1. Occupational Information.....	5
1.1 Associated Occupation .....	5
1.2 Occupation or Specialisation Addressed by this Curriculum .....	5
1.3 Alternative Titles used by Industry .....	5
2. Curriculum Information.....	5
2.1 Curriculum Structure.....	5
2.2 Entry Requirements.....	6
3. Assessment Quality Partner Information .....	6
4. Part Qualification Curriculum Structure.....	6
SECTION 2: OCCUPATIONAL PROFILE.....	10
1. Occupational Purpose.....	10
2. Occupational Tasks .....	10
3. Occupational Task Details.....	10
3.1. Co-ordinate learning within an occupational context (NQF Level 5) .....	10
3.2. Establish and refine learning and development needs within an occupational context (NQF Level 5).....	10
3.3. Conceptualise, plan and implement an occupationally relevant learning and development intervention (NQF Level ) .....	10
3.4. Facilitate learning in a variety of occupational contexts (NQF Level 5) .....	11
3.5. Evaluate the impact of learning and development interventions within an occupational context (NQF Level 5).....	11
SECTION 3: CURRICULUM COMPONENT SPECIFICATIONS.....	12
SECTION 3A: KNOWLEDGE MODULE SPECIFICATIONS .....	12
List of Knowledge Modules for which Specifications are included.....	12
1. 242401001-KM-01, The statutory learning and development environment, NQF Level 5, Credits 8.....	13
2. 242401001-KM-02, Learning and development management functions, NQF Level 5, Credits 8.....	16

3. 242401001-KM-03, Organisational learning and development needs analysis, NQF Level 5, Credits 8.....	20
4. 242401001-KM-04, Facilitation of learning in an occupational contexts, NQF Level 5, Credits 8.....	22
5. 242401001-KM-05, Assessment principles and practices, NQF Level 5, Credits 4.....	24
6. 242401001-KM-06, Workplace learning and development planning, evaluation and reporting, NQF Level 5, Credits 8.....	27
7. 242401001-KM-07, Work based learning, NQF Level 5, Credits 6.....	29
SECTION 3B: PRACTICAL SKILL MODULE SPECIFICATIONS.....	32
List of Practical Skill Module Specifications.....	32
1. 242401001-PM-01, Manage and coordinate logistics, facilities and financial resources, NQF Level 5, Credits 8.....	33
2. 242401001-PM-02, Plan, conduct and report on a learning and development needs analysis, NQF Level 5, Credits 16.....	36
3. 242401001-PM-03, Plan the delivery of an occupational learning intervention, NQF Level 5, Credits 16.....	39
4. 242401001-PM-04, Facilitate different methodologies, training styles and techniques within an occupational learning context, NQF Level 5, Credits 12.....	41
5. 242401001-PM-05, Facilitate experiential work based learning, NQF Level 5, Credits 844	
6. 242401001-PM-06, Plan and conduct the assessment of learner competencies, NQF Level 5, Credits 8.....	47
7. 242401001-PM-07, Evaluate the impact of learning within an occupational context, NQF Level 5, Credits 8.....	51
SECTION 3C: WORK EXPERIENCE MODULE SPECIFICATIONS.....	53
List of Work Experience Module Specifications.....	53
1. 242401001-WM-01, Conduct learning and development management practices, NQF Level 5, Credits 12.....	54
2. 242401001-WM-02, Conduct skills development facilitation (SDF) processes as required for mandatory grant payments, NQF Level 5, Credits 8.....	56
3. 242401001-WM-03, Conduct learning and development planning and implementation processes, NQF Level 5, Credits 12.....	58
4. 242401001-WM-04, Facilitate an occupational learning session, NQF Level 5, Credits 8	60
5. 242401001-WM-05, Facilitate a work based learning and development process, NQF Level 5, Credits 8.....	62

6. 242401001-WM-06, Conduct assessments of learner competence, NQF Level 5, Credits 8 ..... 64

7. 242401001-WM-07, Conduct an evaluation of the impact of learning within an occupational context, NQF Level 5, Credits 8 ..... 66

SECTION 4: STATEMENT OF WORK EXPERIENCE..... 68

## SECTION 1: CURRICULUM SUMMARY

### 1. Occupational Information

#### 1.1 Associated Occupation

242401: Training and Development Professional

#### 1.2 Occupation or Specialisation Addressed by this Curriculum

242401001: Learning and Development Practitioner

#### 1.3 Alternative Titles used by Industry

- None

### 2. Curriculum Information

#### 2.1 Curriculum Structure

This qualification is made up of the following compulsory Knowledge and Practical Skill Modules:

Knowledge Modules:

- 242401001-KM-01, The statutory learning and development environment, NQF Level 5, Credits 8
- 242401001-KM-02, Learning and development management functions, NQF Level 5, Credits 8
- 242401001-KM-03, Organisational learning and development needs analysis, NQF Level 5, Credits 8
- 242401001-KM-04, Facilitation of learning in an occupational contexts, NQF Level 5, Credits 8
- 242401001-KM-05, Assessment principles and practices, NQF Level 5, Credits 4
- 242401001-KM-06, Workplace learning and development planning, evaluation and reporting, NQF Level 5, Credits 8
- 242401001-KM-07, Work based learning, NQF Level 5, Credits 6

Total number of credits for Knowledge Modules: 50

Practical Skill Modules:

- 242401001-PM-01, Manage and coordinate logistics, facilities and financial resources, NQF Level 5, Credits 8
- 242401001-PM-02, Plan, conduct and report on a learning and development needs analysis, NQF Level 5, Credits 16
- 242401001-PM-03, Plan the delivery of an occupational learning intervention, NQF Level 5, Credits 16
- 242401001-PM-04, Facilitate different methodologies, training styles and techniques within an occupational learning context, NQF Level 5, Credits 12

- 242401001-PM-05, Facilitate experiential work based learning, NQF Level 5, Credits 8
- 242401001-PM-06, Plan and conduct the assessment of learner competencies, NQF Level 5, Credits 8
- 242401001-PM-07, Evaluate the impact of learning within an occupational context, NQF Level 5, Credits 8

Total number of credits for Practical Skill Modules: 76

This qualification also requires the following Work Experience Modules:

- 242401001-WM-01, Conduct learning and development management practices, NQF Level 5, Credits 12
- 242401001-WM-02, Conduct skills development facilitation (SDF) processes as required for mandatory grant payments, NQF Level 5, Credits 8
- 242401001-WM-03, Conduct learning and development planning and implementation processes, NQF Level 5, Credits 12
- 242401001-WM-04, Facilitate an occupational learning session, NQF Level 5, Credits 8
- 242401001-WM-05, Facilitate a work based learning and development process, NQF Level 5, Credits 8
- 242401001-WM-06, Conduct assessments of learner competence, NQF Level 5, Credits 8
- 242401001-WM-07, Conduct an evaluation of the impact of learning within an occupational context, NQF Level 5, Credits 8

Total number of credits for Work Experience Modules: 64

## 2.2 Entry Requirements

NQF level 4 with Communication

## 3. Assessment Quality Partner Information

Name of body: ETDP SETA

Address of body: Private Bag X105 Melville 2109

Contact person name: Hlalefang Raziya

Contact person work telephone number: (011) 372 3300

## 4. Part Qualification Curriculum Structure

### Part Qualification 1:

#### Title:

Learning and Development Facilitator, NQF Level 5, Credits 36

#### Purpose:

A Learning and Development Facilitator plans, selects and adapts learning resources required for the delivery of learning interventions in an occupational context.

**Applicable Modules (Rules of Combination)**

Knowledge Modules:

- 242401001-KM-01, The statutory learning and development environment, NQF Level 5, Credits 8
- 242401001-KM-04, Facilitation of learning in an occupational contexts, NQF Level 5, Credits 8

Total number of credits for Knowledge Modules: 16

Practical Skill Modules:

- 242401001-PM-04, Facilitate different methodologies, training styles and techniques within an occupational learning context, NQF Level 5, Credits 12

Total number of credits for Practical Skill Modules: 12

This qualification also requires the following Work Experience Modules:

- 242401001-WM-04, Facilitate an occupational learning session, NQF Level 5, Credits 8

Total number of credits for Work Experience Modules: 8

Assessment Qualification Standards:

- Facilitate learning in an occupational context utilising adult learning principles and techniques.

**Part Qualification 2:**

**Title:**

Assessment Practitioner, NQF Level 5, Credits 20

**Purpose:**

An Assessment Practitioner plans for, conducts and administers assessment of learner competence in an occupational context.

**Applicable Modules (Rules of Combination)**

Knowledge Modules:

- 242401001-KM-05, Assessment principles and practices, NQF Level 5, Credits 4

Total number of credits for Knowledge Modules: 4

Practical Skill Modules:

- 242401001-PM-06, Plan and conduct the assessment of learner competencies, NQF Level 5, Credits 8

Total number of credits for Practical Skill Modules: 8

This qualification also requires the following Work Experience Modules:

- 242401001-WM-06, Conduct assessments of learner competence, NQF Level 5, Credits 8

Total number of credits for Work Experience Modules: 8

Assessment Qualification Standards:

- Plan and conduct assessments in a variety of occupational contexts.

**Part Qualification 3:**

**Title:**

Skills Development Facilitation Practitioner, NQF Level 5, Credits 40

**Purpose:**

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

**Applicable Modules (Rules of Combination)**

Knowledge Modules:

- 242401001-KM-01, The statutory learning and development environment, NQF Level 5, Credits 8
- 242401001-KM-06, Workplace learning and development planning, evaluation and reporting, NQF Level 5, Credits 8

Total number of credits for Knowledge Modules: 16

Practical Skill Modules:

- 242401001-PM-02, Plan, conduct and report on a learning and development needs analysis, NQF Level 5, Credits 16

Total number of credits for Practical Skill Modules: 16

This qualification also requires the following Work Experience Modules:

- 242401001-WM-02, Conduct skills development facilitation (SDF) processes as required for mandatory grant payments, NQF Level 5, Credits 8

Total number of credits for Work Experience Modules: 8

Assessment Qualification Standards:

- Analyse learning and development needs, within an occupational context, compile learning and development plans and reports and guide stakeholders on learning and development trends, practices and quality assurance.

**Part Qualification 4:**

**Title:**

Work Based Learning and Development Practitioner, NQF Level 5, Credits 30

**Purpose:**

A Work Based Learning and Development Practitioner plan for, conduct and administer work based learning interventions.

**Applicable Modules (Rules of Combination)**

Knowledge Modules:

- 242401001-KM-04, Facilitation of learning in an occupational contexts, NQF Level 5, Credits 8
- 242401001-KM-07, Work based learning, NQF Level 5, Credits 6

Total number of credits for Knowledge Modules: 14

Practical Skill Modules:

- 242401001-PM-05, Facilitate experiential work based learning, NQF Level 5, Credits 8

Total number of credits for Practical Skill Modules: 8

This qualification also requires the following Work Experience Modules:

- 242401001-WM-05, Facilitate a work based learning and development process, NQF Level 5, Credits 8

Total number of credits for Work Experience Modules: 8

## **SECTION 2: OCCUPATIONAL PROFILE**

### **1. Occupational Purpose**

A Learning and Development Practitioner plans, writes learning objectives, selects and adapts learning resources required for the delivery of learning interventions, and facilitates learning in an occupational context.

### **2. Occupational Tasks**

- Co-ordinate learning within an occupational context (NQF Level 5)
- Establish and refine learning and development needs within an occupational context (NQF Level 5)
- Conceptualise, plan and implement an occupationally relevant learning and development interventions (NQF Level 5)
- Facilitate learning in a variety of occupational contexts (NQF Level 5)
- Evaluate the impact of learning and development interventions within an occupational context (NQF Level 5)

### **3. Occupational Task Details**

#### **3.1. Co-ordinate learning within an occupational context (NQF Level 5)**

##### **Unique Product or Service:**

Organisational learning and development interventions are managed

##### **Occupational Responsibilities:**

- Manage and coordinate logistics, facilities and financial resources

##### **Occupational Contexts:**

- Learning and development management processes and practices

#### **3.2. Establish and refine learning and development needs within an occupational context (NQF Level 5)**

##### **Unique Product or Service:**

Skills development needs are established

##### **Occupational Responsibilities:**

- Plan, conduct and report on a learning and development needs analysis

##### **Occupational Contexts:**

- Skills development facilitation processes and practices

#### **3.3. Conceptualise, plan and implement an occupationally relevant learning and development intervention (NQF Level)**

##### **Unique Product or Service:**

Occupationally relevant learning and development targets are achieved

**Occupational Responsibilities:**

**Occupational Contexts:**

**3.4. Facilitate learning in a variety of occupational contexts (NQF Level 5)**

**Unique Product or Service:**

Facilitation and assessment standards are achieved in an occupational context

**Occupational Responsibilities:**

- Facilitate different methodologies, training styles and techniques within an occupational learning context
- Plan and conduct the assessment of learner competencies
- Facilitate work-based learning interventions

**Occupational Contexts:**

- Facilitation and assessment processes and practices

**3.5. Evaluate the impact of learning and development interventions within an occupational context (NQF Level 5)**

**Unique Product or Service:**

Learning and development impact assessment

**Occupational Responsibilities:**

- Evaluate the impact of learning within an occupational context

**Occupational Contexts:**

- Occupational learning and development impact evaluation processes

## **SECTION 3: CURRICULUM COMPONENT SPECIFICATIONS**

### **SECTION 3A: KNOWLEDGE MODULE SPECIFICATIONS**

List of Knowledge Modules for which Specifications are included

- 242401001-KM-01, The statutory learning and development environment, NQF Level 5, Credits 8
- 242401001-KM-02, Learning and development management functions, NQF Level 5, Credits 8
- 242401001-KM-03, Organisational learning and development needs analysis, NQF Level 5, Credits 8
- 242401001-KM-04, Facilitation of learning in an occupational contexts, NQF Level 5, Credits 8
- 242401001-KM-05, Assessment principles and practices, NQF Level 5, Credits 4
- 242401001-KM-06, Workplace learning and development planning, evaluation and reporting, NQF Level 5, Credits 8
- 242401001-KM-07, Work based learning, NQF Level 5, Credits 6

## **1. 242401001-KM-01, The statutory learning and development environment, NQF Level 5, Credits 8**

### **1.1 Purpose of the Knowledge Modules**

The main focus of the learning in this knowledge module is to build an understanding of the statutory environment that regulates the South African training and development environment.

The learning will enable learners to demonstrate an understanding of:

- KM-01-KT01: The statutory framework that governs the South African Qualification Authority (20%)
- KM-01-KT02: The statutory and regulatory framework that governs the occupational skills development environment (30%)
- KM-01-KT03: The statutory and regulatory framework that governs skills development funding (25%)
- KM-01-KT04: National occupational skills development structures, policies and priorities (25%)

### **1.2 Guidelines for Topics**

#### **1.2.1. KM-01-KT01: The statutory framework that governs the South African Qualification Authority (20%)**

***Topic elements to be covered include:***

- KT0101 Historic developments
- KT0102 Overview of the legislative framework
- KT0103 SAQA roles and responsibilities
- KT0104 Key SAQA policies
- KT0105 Lifelong learning and workplace integrated learning
- KT0106 The National Learner Records Database
- KT0107 The NQF and Level descriptors
- KT0108 Sub frameworks and quality councils
- KT0109 Government structures and departmental roles and functions in skills development
- KT0110 SAQA registered qualifications
- KT0111 Statutory and non-statutory professional bodies and designations

#### ***Internal Assessment Criteria and Weight***

- IAC0101 Key SAQA policies and guideline documents are contextualised and explained
- IAC0102 The NQF and level descriptors are interpreted, contextualised and explained

***(Weight 20%)***

#### **1.2.2. KM-01-KT02: The statutory and regulatory framework that governs the occupational skills development environment (30%)**

**Topic elements to be covered include:**

- KT0201 Overview of the statutory and regulatory framework (SD Act, SDL Act, BBBEE Act, EE Act, NQF Act)
- KT0202 The Quality Council for Trades and Occupations
- KT0203 Sector Education and Training Representative Bodies
- KT0204 Key QCTO policies and guidelines (DQP, AQP, Provider Accreditation)
- KT0205 Learning programs, delivery models and policies
- KT0206 Foundational Learning Competence Part Qualifications

**Internal Assessment Criteria and Weight**

- IAC0201 The scope and application of the legislative and regulatory requirements are explained for different role players, context and structures
- IAC0202 Key policies and guidelines of the QCTO are described
- IAC0203 The skills delivery environment in SA are explained in terms of different role players, trends and delivery models
- IAC0204 Foundational Learning competence is explained in terms of scope and application

**(Weight 30%)**

**1.2.3. KM-01-KT03: The statutory and regulatory framework that governs skills development funding (25%)**

**Topic elements to be covered include:**

- KT0301 The legislative and regulatory framework
- KT0302 Levy payment and distribution provisions
- KT0303 The statutory levy grant provisions for mandatory and discretionary grants
- KT0304 Funding incentives

**Internal Assessment Criteria and Weight**

- IAC0301 The scope and application of the statutory and regulatory provisions are interpreted and explained in terms of contextual application
- IAC0302 The provisions regarding levy payments and funding incentives regarding grants are illustrated

**(Weight 25%)**

**1.2.4. KM-01-KT04: National occupational skills development structures, policies and priorities (25%)**

**Topic elements to be covered include:**

- KT0401 The National Skills Fund
- KT0402 The National Skills Development Strategy

- KT0403 National transformational frameworks, plans and documents

### ***Internal Assessment Criteria and Weight***

- IAC0401 The scope and application of the national structures are illustrated
- IAC0402 The National Skills Development Strategy is summarised in terms of national priorities and targets
- IAC0403 National transformational initiatives are interpreted

***(Weight 25%)***

### **1.3 Provider Programme Accreditation Criteria**

#### *Physical Requirements:*

- Learning and development resources aligned to the scope and content of the module
- Learner assessment resources (database, tools, records)

#### *Human Resource Requirements:*

- Access to facilitators of learning with subject matter expertise as evident from professional designations, or experiential competence or prior qualifications
- Access to assessment expertise in terms of subject matter related prior learning, experience and credibility

#### *Legal Requirements:*

- Access to facilities that comply with occupational health and safety standards where contact learning or assessment sessions are delivered

### **1.4 Exemptions**

- No exemptions are currently recognised for any of the listed knowledge modules. An RPL approach is recommended for all listed knowledge modules.

## **2. 242401001-KM-02, Learning and development management functions, NQF Level 5, Credits 8**

### **2.1 Purpose of the Knowledge Modules**

The main focus of the learning in this knowledge module is to build an understanding of concepts required to manage learning and development.

The learning will enable learners to demonstrate an understanding of:

- KM-02-KT01: Learning and development management concepts (15%)
- KM-02-KT02: Learning and development intervention planning and co-ordination (20%)
- KM-02-KT03: Learning and development quality management concepts (30%)
- KM-02-KT04: Learning and development procurement concepts and practices (10%)
- KM-02-KT05: Communication and reporting within Learning and Development Management (15%)
- KM-02-KT06: Learning and development ethics (10%)

### **2.2 Guidelines for Topics**

#### **2.2.1. KM-02-KT01: Learning and development management concepts (15%)**

***Topic elements to be covered include:***

- KT0101 Functions of management (Plan, lead, organise and control)
- KT0102 Cost control and budgeting (Principles, processes and procedures)
- KT0103 Workforce development planning concepts (Job design, Job evaluation, Competency profiles)
- KT0104 Personal development concepts (performance management, talent management, ethics management)
- KT0105 Life long learning and continuous professional development concepts

***Internal Assessment Criteria and Weight***

- IAC0101 Management principles and function are explained in relation to learning and development
- IAC0102 Budgeting concepts are explained in relation to budget control
- IAC0103 Workforce development planning concepts are described in relation to business efficiencies and improvements

***(Weight 15%)***

### **2.2.2. KM-02-KT02: Learning and development intervention planning and co-ordination (20%)**

#### ***Topic elements to be covered include:***

- KT0201 Intervention planning and coordination concepts (planning, designing, administering and co-ordinating of an intervention pertaining to logistics, intervention costs, venues)

#### ***Internal Assessment Criteria and Weight***

- IAC0201 Learning intervention planning and coordination are clarified

***(Weight 20%)***

### **2.2.3. KM-02-KT03: Learning and development quality management concepts (30%)**

#### ***Topic elements to be covered include:***

- KT0301 Quality assurance in a learning and development environment
- KT0302 Quality control, compliance, implementation and evaluation
- KT0303 Quality review
- KT0304 Best practice standards (Learning and Development and Workplace)

#### ***Internal Assessment Criteria and Weight***

- IAC0301 Quality management concepts are described for the occupational learning environment
- IAC0302 Effective quality management systems for learning and development requirements are identified
- IAC0303 Learning and development administrative practices are explained and motivated

***(Weight 30%)***

### **2.2.4. KM-02-KT04: Learning and development procurement concepts and practices (10%)**

#### ***Topic elements to be covered include:***

- KT0401 The process of advertising and sourcing
- KT0402 Best procurement processes and practices (PFMA, vendor registration and supplier vetting, tendering)
- KT0403 Contractual agreements (SLA, MOU, Joint Ventures, and other forms of agreements/contracts)
- KT0404 B-BBEE enterprise and supplier development provisions

#### ***Internal Assessment Criteria and Weight***

- IAC0401 Ethical procurement practices are contextualised for best practice
- IAC0402 The value and selection of contractual agreements are explained for contextual requirements

***(Weight 10%)***

### **2.2.5. KM-02-KT05: Communication and reporting within Learning and Development Management (15%)**

**Topic elements to be covered include:**

- KT0501 Communication principles, concepts and practices
- KT0502 Report writing and presentation concepts
- KT0503 Stakeholder communication and relationship management (consultative processes, buy-in, respect, rapport building, negotiation, diversity and conflict)
- KT0504 Dialogue and conversations (perceptions, values, personal motivation, target audience)
- KT0505 Group dynamics (identify groups, understand groups, communication types applicable to different groups)

**Internal Assessment Criteria and Weight**

- IAC0501 Effective communication practices are identified for various learning and development management scenarios, contexts and applications

**(Weight 15%)**

**2.2.6. KM-02-KT06: Learning and development ethics (10%)**

**Topic elements to be covered include:**

- KT0601 Organisational and professional ethical practices and concepts
- KT0602 Ethics in professional learning and development practice and reporting
- KT0603 Ethical business values and codes of conduct

**Internal Assessment Criteria and Weight**

- IAC0601 The importance of ethics within learning and development is advocated

**(Weight 10%)**

**2.3 Provider Programme Accreditation Criteria**

*Physical Requirements:*

- Learning and development resources aligned to the scope and content of the module
- Learner assessment resources (database, tools, records)

*Human Resource Requirements:*

- Access to facilitators of learning with subject matter expertise as evident from professional designations, or experiential competence or prior qualifications
- Access to assessment expertise in terms of subject matter related prior learning, experience and credibility

*Legal Requirements:*

- Access to facilities that comply with occupational health and safety standards where contact learning or assessment sessions are delivered

## 2.4 Exemptions

- No exemptions are currently recognised for any of the listed knowledge modules. An RPL approach is recommended for all listed knowledge modules.

### **3. 242401001-KM-03, Organisational learning and development needs analysis, NQF Level 5, Credits 8**

#### **3.1 Purpose of the Knowledge Modules**

The main focus of the learning in this knowledge module is to build an understanding of concepts related to establishing learning and development needs as related to organisational success and operational needs.

The learning will enable learners to demonstrate an understanding of:

- KM-03-KT01: Research principles and applications (25%)
- KM-03-KT02: Organisational learning and development needs analysis concepts (75%)

#### **3.2 Guidelines for Topics**

##### **3.2.1. KM-03-KT01: Research principles and applications (25%)**

***Topic elements to be covered include:***

- KT0101 Basic research design and methodology related to the needs analysis of the organisation
- KT0102 Research process (formulating needs, data collection and collation, interpretation and analysis, reporting)
- KT0103 Research ethics and practices in relation to the needs analysis (impartiality, objectivity, disclosure of information and confidentiality)
- KT0104 Methods, techniques and design principles when compiling a needs analysis (models, tools, processes)

***Internal Assessment Criteria and Weight***

- IAC0101 Research concepts and principles are explained from an operational learning needs analysis perspective

***(Weight 25%)***

##### **3.2.2. KM-03-KT02: Organisational learning and development needs analysis concepts (75%)**

***Topic elements to be covered include:***

- KT0201 Sources and use of information on competency gaps (skills audit, gap analysis, labour demand and supply forecasting, retention planning, succession planning, talent management, career planning, multi-skilling, risk management)
- KT0202 Various approaches to needs analysis (structure, levels, depth, purpose)
- KT0203 Refining learning and development needs (as per strategic objectives, NSD targets prioritising and weighting)

***Internal Assessment Criteria and Weight***

- IAC0201 Operational learning and development needs analyses concepts and principles are explained from a business efficiency and strategic perspective

***(Weight 75%)***

#### **3.3 Provider Programme Accreditation Criteria**

*Physical Requirements:*

- Learning and development resources aligned to the scope and content of the module
- Learner assessment resources (database, tools, records)

*Human Resource Requirements:*

- Access to facilitators of learning with subject matter expertise as evident from professional designations, or experiential competence or prior qualifications
- Access to assessment expertise in terms of subject matter related prior learning, experience and credibility

*Legal Requirements:*

- Access to facilities that comply with occupational health and safety standards where contact learning or assessment sessions are delivered.

**3.4 Exemptions**

- No exemptions are currently recognised for any of the listed knowledge modules. An RPL approach is recommended for all listed knowledge modules.

## **4. 242401001-KM-04, Facilitation of learning in an occupational contexts, NQF Level 5, Credits 8**

### **4.1 Purpose of the Knowledge Modules**

The main focus of the learning in this knowledge module is to build an understanding of the knowledge required to facilitate learning and development in a variety of occupational contexts to learners with different needs.

The learning will enable learners to demonstrate an understanding of:

- KM-04-KT01: Principles and models for facilitation planning and preparation (30%)
- KM-04-KT02: Facilitation principles, techniques and tools (50%)
- KM-04-KT03: Evaluating, reviewing and reporting on facilitation (20%)

### **4.2 Guidelines for Topics**

#### **4.2.1. KM-04-KT01: Principles and models for facilitation planning and preparation (30%)**

***Topic elements to be covered include:***

- KT0101 Occupational curriculum, qualification and learning program outcome analysis
- KT0102 Target group analysis
- KT0103 Facilitation plans (scheduling, logical sequencing and flow of concepts, lesson plans, group and individual activities)
- KT0104 Learning environment (including resources, cost effectiveness, impact on environment, use of blended learning and other methods)

***Internal Assessment Criteria and Weight***

- IAC0101 Facilitation planning and preparation practices within an occupational context are explained

***(Weight 30%)***

#### **4.2.2. KM-04-KT02: Facilitation principles, techniques and tools (50%)**

***Topic elements to be covered include:***

- KT0201 Adult learning and facilitation principles, models and theories
- KT0202 Facilitation tools and techniques (such as encouraging communication, questioning, verbal and non-verbal communications, professional and ethical conduct, technology usage, flip charts, managing conflict and diversity)
- KT0203 Key facilitation concepts (group dynamics, classroom management, inclusive education)
- KT0204 Learning application and internalisation concepts (such as experiential learning, presentations, role play, case studies, group work, guided investigations, field work, experiments, project-based assignments, distance, RPL and research, scenario-based activities, observation)
- KT0205 Best practice facilitation concepts and practices

***Internal Assessment Criteria and Weight***

- IAC0201 Adult learning principles and concepts within an occupational context are summarised

- IAC0202 The key elements of a good presentation for the purposes of skills transfer in an specific occupational context are identified
- IAC0203 Learning environment control concepts and practices are listed and explained
- IAC0204 Learning application and internalisation concepts are reflected upon

**(Weight 50%)**

#### **4.2.3. KM-04-KT03: Evaluating, reviewing and reporting on facilitation (20%)**

**Topic elements to be covered include:**

- KT0301 Review models and processes (learner response, peer review, self-evaluation, client feedback, assessment results)
- KT0302 Best reviewing, reporting and feedback practices for continual improvement

**Internal Assessment Criteria and Weight**

- IAC0301 Learning intervention review concepts are interpreted in terms of continuous quality improvement concepts

**(Weight 20%)**

#### **4.3 Provider Programme Accreditation Criteria**

*Physical Requirements:*

- Learning and development resources aligned to the scope and content of the module
- Learner assessment resources (database, tools, records)

*Human Resource Requirements:*

- Access to facilitators of learning with subject matter expertise as evident from professional designations, or experiential competence or prior qualifications
- Access to assessment expertise in terms of subject matter related prior learning, experience and credibility

*Legal Requirements:*

- Access to facilities that comply with occupational health and safety standards where contact learning or assessment sessions are delivered

#### **4.4 Exemptions**

- No exemptions are currently recognised for any of the listed knowledge modules. An RPL approach is recommended for all listed knowledge modules.

## **5. 242401001-KM-05, Assessment principles and practices, NQF Level 5, Credits 4**

### **5.1 Purpose of the Knowledge Modules**

The main focus of the learning in this knowledge module is to build an understanding of assessment of learner competencies in an occupational context.

The learning will enable learners to demonstrate an understanding of:

- KM-05-KT01: Assessment practices, methods and concepts (25%)
- KM-05-KT02: Evidence collection and recording concepts and principles (25%)
- KM-05-KT03: Evidence evaluation concepts and principles (25%)
- KM-05-KT04: Assessment administration and regulatory practices (25%)

### **5.2 Guidelines for Topics**

#### **5.2.1. KM-05-KT01: Assessment practices, methods and concepts (25%)**

***Topic elements to be covered include:***

- KT0101 Assessment practices (Assessment plan, Pre-assessment briefing, Evidence, Competence, Feedback)
- KT0102 Assessment concepts within the QCTO model (Internal and final integrated summative external assessment)
- KT0103 Principles of good assessment practice (Fairness, Validity, Reliability, Sufficiency, Practicability, Currency of evidence)
- KT0104 Assessment theories (Outcomes-based assessment, Competency-based assessments, Traditional assessment)
- KT0105 Types of assessment (pre-programme, continuous, formative, integrated, summative)
- KT0106 RPL Assessment objectives and practices
- KT0107 Domains of competence (practical, foundational and reflexive)

#### ***Internal Assessment Criteria and Weight***

- IAC0101 Principles of good assessment practices are listed and explained
- IAC0102 Assessment practices in the occupational learning framework are explained
- IAC0103 RPL assessment practices and principles are explained

***(Weight 25%)***

### **5.2.2. KM-05-KT02: Evidence collection and recording concepts and principles (25%)**

#### ***Topic elements to be covered include:***

- KT0201 Sources of evidence (Direct, Indirect, Historical)
- KT0202 Evidence collection instruments that cover assessment of all learning domains
- KT0203 Evidence collection tools (Observation assessment sheet, Knowledge assessment sheet, End product assessment sheets, Portfolio of Evidence)
- KT0204 Principles of evidence collection and submission (Validity, Accountability, Accuracy, Current, Consistency, Sufficiency)

#### ***Internal Assessment Criteria and Weight***

- IAC0201 Evidence collection and recording concepts are described and the most suitable selection motivated for specific scenarios

***(Weight 25%)***

### **5.2.3. KM-05-KT03: Evidence evaluation concepts and principles (25%)**

#### ***Topic elements to be covered include:***

- KT0301 Rules of evidence (Valid, Authentic, Reliable, Current, Sufficient)
- KT0302 Assessment results and judgements
- KT0303 Assessment feedback practises and records management
- KT0304 Standards of assessing evidence (Graded assessments, Competency standards)
- KT0305 Gap-analysis, remedial actions, guidance and support

#### ***Internal Assessment Criteria and Weight***

- IAC0301 The rules and criteria of evidence evaluation are listed and explained
- IAC0302 Evidence evaluation and judgement concepts are explained in terms of competency levels, purpose, impact and mitigation
- IAC0303 Feedback practices are explained for various stakeholder needs

***(Weight 25%)***

### **5.2.4. KM-05-KT04: Assessment administration and regulatory practices (25%)**

#### ***Topic elements to be covered include:***

- KT0401 Standard assessment documentation management
- KT0402 Rules of certification (Statement of results, National Certificates)
- KT0403 Record management practices

#### ***Internal Assessment Criteria and Weight***

- IAC0401 Assessment administration requirements for different stakeholder needs are explained

***(Weight 25%)***

### **5.3 Provider Programme Accreditation Criteria**

#### *Physical Requirements:*

- Learning and development resources aligned to the scope and content of the module
- Learner assessment resources (database, tools, records)

#### *Human Resource Requirements:*

- Access to facilitators of learning with subject matter expertise as evident from professional designations, or experiential competence or prior qualifications
- Access to assessment expertise in terms of subject matter related prior learning, experience and credibility

#### *Legal Requirements:*

- Access to facilities that comply with occupational health and safety standards where contact learning or assessment sessions are delivered

### **5.4 Exemptions**

- No exemptions are currently recognised for any of the listed knowledge modules. An RPL approach is recommended for all listed knowledge modules.

## **6. 242401001-KM-06, Workplace learning and development planning, evaluation and reporting, NQF Level 5, Credits 8**

### **6.1 Purpose of the Knowledge Modules**

The main focus of the learning in this knowledge module is to build an understanding of workplace learning and development planning and reporting in terms of organisational requirements and regulatory provisions.

The learning will enable learners to demonstrate an understanding of:

- KM-06-KT01: Workplace learning and development planning (35%)
- KM-06-KT02: Learning program sourcing, evaluation and selection (20%)
- KM-06-KT03: Workplace learning and development reporting (45%)

### **6.2 Guidelines for Topics**

#### **6.2.1. KM-06-KT01: Workplace learning and development planning (35%)**

***Topic elements to be covered include:***

- KT0101 The Organising Framework of Occupations
- KT0102 Consultation requirements, principles and structures
- KT0103 Employment equity in terms of learning and development
- KT0104 Learning and development priorities in terms of organisational constraints (budget, time, resources)
- KT0105 Documenting learning and development plans

***Internal Assessment Criteria and Weight***

- IAC0101 The development of a workplace learning and development plan are explained in terms of requirements (statutory, strategic, organisational and individual)

***(Weight 35%)***

#### **6.2.2. KM-06-KT02: Learning program sourcing, evaluation and selection (20%)**

***Topic elements to be covered include:***

- KT0201 Sources of information
- KT0202 Evaluation and selection of learning programs
- KT0203 Reporting practices regarding preferred programs

***Internal Assessment Criteria and Weight***

- IAC0201 Learning program evaluation concepts are described as applied to Skills Development Facilitator functions

***(Weight 20%)***

#### **6.2.3. KM-06-KT03: Workplace learning and development reporting (45%)**

***Topic elements to be covered include:***

- KT0301 Monitoring and recording achievement of planned deliverables
- KT0302 Evaluation of learning and development deliverables against action plans
- KT0303 Compiling learning and development records and reports

***Internal Assessment Criteria and Weight***

- IAC0301 Learning and development deliverables are reviewed, reported and explained in terms of statutory, organisational and personal requirements

***(Weight 45%)***

**6.3 Provider Programme Accreditation Criteria**

*Physical Requirements:*

- Learning and development resources aligned to the scope and content of the module
- Learner assessment resources (database, tools, records)

*Human Resource Requirements:*

- Access to facilitators of learning with subject matter expertise as evident from professional designations, or experiential competence or prior qualifications
- Access to assessment expertise in terms of subject matter related prior learning, experience and credibility

*Legal Requirements:*

- Access to facilities that comply with occupational health and safety standards where contact learning or assessment sessions are delivered

**6.4 Exemptions**

- No exemptions are currently recognised for any of the listed knowledge modules. An RPL approach is recommended for all listed knowledge modules.

## **7. 242401001-KM-07, Work based learning, NQF Level 5, Credits 6**

### **7.1 Purpose of the Knowledge Modules**

The main focus of the learning in this knowledge module is to build an understanding of work based learning and learner support practices.

The learning will enable learners to demonstrate an understanding of:

- KM-07-KT01: Delivery models (learnerships, internships, experiential learning, apprenticeships) (30%)
- KM-07-KT02: Planning and scheduling work based learning (20%)
- KM-07-KT03: Facilitation of work based learning (30%)
- KM-07-KT04: Evaluation of learner progression (20%)

### **7.2 Guidelines for Topics**

#### **7.2.1. KM-07-KT01: Delivery models (learnerships, internships, experiential learning, apprenticeships) (30%)**

***Topic elements to be covered include:***

- KT0101 National trends in work based learning
- KT0102 Concepts that define delivery models
- KT0103 Roles and responsibilities in a work based learning environment

***Internal Assessment Criteria and Weight***

- IAC0101 Work based learning and development concepts and practices are explained within the occupationally directed environment

***(Weight 30%)***

#### **7.2.2. KM-07-KT02: Planning and scheduling work based learning (20%)**

***Topic elements to be covered include:***

- KT0201 Work based learning opportunities
- KT0202 Scheduling learning in a production or services environment

***Internal Assessment Criteria and Weight***

- IAC0201 Work based learning opportunities are listed and their application explained
- IAC0202 Scheduling principles are explained for learning interventions that must be integrated with a production environment

***(Weight 20%)***

#### **7.2.3. KM-07-KT03: Facilitation of work based learning (30%)**

***Topic elements to be covered include:***

- KT0301 Coaching principles and practices

- KT0302 Mentorship principles and practices
- KT0303 Job instruction principles and practices

***Internal Assessment Criteria and Weight***

- IAC0301 Coaching principles and practices are explained as applied to work based learning interventions
- IAC0302 Mentorship principles and practices are explained as applied to work based learning interventions
- IAC0303 Job instruction principles and practices are explained as applied to work based learning interventions

***(Weight 30%)***

**7.2.4. KM-07-KT04: Evaluation of learner progression (20%)**

***Topic elements to be covered include:***

- KT0401 Establishing evaluation tasks
- KT0402 Evaluation criteria and standards
- KT0403 Work based learning evidence
- KT0404 Documentation and reporting standards and requirements

***Internal Assessment Criteria and Weight***

- IAC0401 Learner progression evaluation, standards and evidence requirements are explained for a work based learning intervention

***(Weight 20%)***

**7.3 Provider Programme Accreditation Criteria**

***Physical Requirements:***

- Learning and development resources aligned to the scope and content of the module
- Learner assessment resources (database, tools, records)

***Human Resource Requirements:***

- Access to facilitators of learning with subject matter expertise as evident from professional designations, or experiential competence or prior qualifications
- Access to assessment expertise in terms of subject matter related prior learning, experience and credibility

***Legal Requirements:***

- Access to facilities that comply with occupational health and safety standards where contact learning or assessment sessions are delivered

**7.4 Exemptions**

- No exemptions are currently recognised for any of the listed knowledge modules. An RPL approach is recommended for all listed knowledge modules.

## SECTION 3B: PRACTICAL SKILL MODULE SPECIFICATIONS

### List of Practical Skill Module Specifications

- 242401001-PM-01, Manage and coordinate logistics, facilities and financial resources, NQF Level 5, Credits 8
- 242401001-PM-02, Plan, conduct and report on a learning and development needs analysis, NQF Level 5, Credits 16
- 242401001-PM-03, Plan the delivery of an occupational learning intervention, NQF Level 5, Credits 16
- 242401001-PM-04, Facilitate different methodologies, training styles and techniques within an occupational learning context, NQF Level 5, Credits 12
- 242401001-PM-05, Facilitate experiential work based learning, NQF Level 5, Credits 8
- 242401001-PM-06, Plan and conduct the assessment of learner competencies, NQF Level 5, Credits 8
- 242401001-PM-07, Evaluate the impact of learning within an occupational context, NQF Level 5, Credits 8

## **1. 242401001-PM-01, Manage and coordinate logistics, facilities and financial resources, NQF Level 5, Credits 8**

### **1.1 Purpose of the Practical Skill Modules**

The focus of the learning in this module is on providing the learner an opportunity to develop competencies related to the management and coordination of logistics, facilities and financial sustainability.

The learner will be required to:

- PM-01-PS01: Develop a management plan for a learning intervention
- PM-01-PS02: Comply with established quality assurance requirements
- PM-01-PS03: Establish contractual relationships with stakeholders
- PM-01-PS04: Compile communication for information sharing

### **1.2 Guidelines for Practical Skills**

#### **1.2.1. PM-01-PS01: Develop a management plan for a learning intervention**

##### ***Scope of Practical Skill***

Given assignment the learner must be able to:

- PA0101 Cost the elements of the learning intervention
- PA0102 Develop a learner profile analysis protocol and procedure
- PA0103 Draft a learning intervention contingency protocol
- PA0104 Develop a learning implementation schedule
- PA0105 Compile a management plan

##### ***Applied Knowledge***

- AK0101 General management and budgeting
- AK0102 Learning and development management
- AK0103 Intervention planning and coordination concepts
- AK0104 Drafting a management plan

##### ***Internal Assessment Criteria***

- IAC0101 The management plan addresses all key requirements and is practically implementable

#### **1.2.2. PM-01-PS02: Comply with established quality assurance requirements**

##### ***Scope of Practical Skill***

Given quality management requirements the learner must be able to:

- PA0201 Develop learning program delivery quality evaluation criteria
- PA0202 Draft learning resources quality evaluation criteria and motivate selection

- PA0203 Compile training provider evaluation criteria, select training providers that meet these requirements and motivate selection
- PA0204 Write logistic quality evaluation criteria and motivate selection

***Applied Knowledge***

- AK0201 Quality control and assurance

***Internal Assessment Criteria***

- IAC0201 Quality assurance and control concepts and principles are consistently applied

**1.2.3. PM-01-PS03: Establish contractual relationships with stakeholders**

***Scope of Practical Skill***

Given a range of documented examples, the learner must be able to:

- PA0301 Complete a provider/client service level agreement
- PA0302 Complete a learnership or apprenticeship contract
- PA0303 Complete a procurement contract

***Applied Knowledge***

- AK0301 Contractual agreements

***Internal Assessment Criteria***

- IAC0301 Contractual documents are timeously, comprehensively and accurately completed

**1.2.4. PM-01-PS04: Compile communication for information sharing**

***Scope of Practical Skill***

Given a range of case studies or topics, the learner must be able to:

- PA0401 Compile and structure a management brief on a selected learning and development intervention
- PA0402 Present the management brief and formulate cost and/or strategic benefits

***Applied Knowledge***

- AK0401 Internal business communication

***Internal Assessment Criteria***

- IAC0401 Stakeholder requirements are addressed when compiling and delivering a management brief
- IAC0402 Organisational benefits are achievable and meaningful in terms of national trends and business objectives

**1.3 Provider Programme Accreditation Criteria**

*Physical Requirements:*

- Learning and development resources aligned to the scope and content of the module
- Learner assessment resources

*Human Resource Requirements:*

- Access to facilitators of learning with subject matter expertise as evident from professional designations, or experiential competence or prior qualifications
- Access to assessment expertise in terms of subject matter related prior learning, experience and credibility

*Legal Requirements:*

- Access to facilities that comply with occupational health and safety standards where contact learning sessions are delivered and included in the delivery model of this module

**1.4 Exemptions**

- No exemptions are currently recognised for any of the listed practical modules. An RPL approach is recommended for all listed practical modules.

## **2. 242401001-PM-02, Plan, conduct and report on a learning and development needs analysis, NQF Level 5, Credits 16**

### **2.1 Purpose of the Practical Skill Modules**

The focus of the learning in this module is on providing the learner an opportunity to develop the competencies related to skills development planning and reporting practices that meets specific individual, operational and regulatory requirements.

The learner will be required to:

- PM-02-PS01: Provide information and advice concerning occupational learning
- PM-02-PS02: Collect, analyse data and report on workplace learning and development needs
- PM-02-PS03: Develop a workplace learning and development plan
- PM-02-PS04: Monitor the implementation of a workplace learning and development plan
- PM-02-PS05: Conduct learning and development administration and reporting

### **2.2 Guidelines for Practical Skills**

#### **2.2.1. PM-02-PS01: Provide information and advice concerning occupational learning**

##### ***Scope of Practical Skill***

Given national skills development strategies, priorities and policies, the learner must be able to:

- PA0101 Analyse national statutory documents, policies and reports related to skills development
- PA0102 Compare national trends and priorities to workplace practices and develop a recommendation for learning and development
- PA0103 Prepare and present an information sharing document on the occupational learning framework
- PA0104 Prepare and present an information sharing document on the foundational learning certificate

##### ***Applied Knowledge***

- AK0101 National strategies, priorities and policies
- AK0102 The Occupational Learning Framework
- AK0103 The FLC curricula and qualification documents

##### ***Internal Assessment Criteria***

- IAC0101 Reports are prepared and presented for evaluation on completeness and factual accuracy

#### **2.2.2. PM-02-PS02: Collect, analyse data and report on workplace learning and development needs**

##### ***Scope of Practical Skill***

Given operational data, the learner must be able to:

- PA0201 Conduct an analysis to determine key occupational competencies that are required for effective and efficient business processes
- PA0202 Produce a matrix of occupational competencies gaps aligned to specific business process and positions
- PA0203 Conduct an analysis of formal learning programs that will address competency gaps

***Applied Knowledge***

- AK0201 Needs assessment

***Internal Assessment Criteria***

- IAC0201 Reports are prepared and presented for evaluation on completeness and factual accuracy

**2.2.3. PM-02-PS03: Develop a workplace learning and development plan**

***Scope of Practical Skill***

Given organisational data and learning and development needs, the learner must be able to:

- PA0301 Update the employment profile for Learning and Development requirements
- PA0302 Prioritise and motivate planned learning programs
- PA0303 Consult with stakeholders and finalise the skills development plan (WSP)
- PA0304 Capture the final plan in accordance with statutory workplace skills planning requirements

***Applied Knowledge***

- AK0301 Workplace skills development planning and reporting
- AK0302 The OFO
- AK0303 Data capturing requirements

***Internal Assessment Criteria***

- IAC0301 A final Learning and Development plan (WSP) is captured in accordance with statutory, individual and organisational requirements.

**2.2.4. PM-02-PS04: Monitor the implementation of a workplace learning and development plan**

***Scope of Practical Skill***

Given a learning and development plan and potential provider profiles, the learner must be able to:

- PA0401 Develop a matrix of providers that can deliver the learning programs and motivate preferred providers
- PA0402 Develop a learning program evaluation and monitoring tool
- PA0403 Draft a provider terms of reference for the delivery of a learning program
- PA0404 Produce a training implementation report that meets statutory requirements

***Applied Knowledge***

- AK0401 Workplace learning and development planning and reporting

### ***Internal Assessment Criteria***

- IAC0401 Reports are prepared and presented for evaluation on completeness and factual accuracy

### **2.2.5. PM-02-PS05: Conduct learning and development administration and reporting**

#### ***Scope of Practical Skill***

Given data capturing system and raw data, the learner must be able to:

- PA0501 Develop a skills development administration and reporting protocol
- PA0502 Organise and capture skills development records
- PA0503 Produce reports on learning and development as requested by stakeholders

#### ***Applied Knowledge***

- AK0501 Data capturing and reporting

### ***Internal Assessment Criteria***

- IAC0501 IA data collection and management protocol is developed that meets standards of completeness for data management
- IAC0502 Learning and Development reports are prepared and presented hi-lighting learning implementation and achievement, for statutory requirements and organisational effectiveness

### **2.3 Provider Programme Accreditation Criteria**

#### ***Physical Requirements:***

- Learning and development resources aligned to the scope and content of the module
- Learner assessment resources

#### ***Human Resource Requirements:***

- Access to facilitators of learning with subject matter expertise as evident from professional designations, or experiential competence or prior qualifications
- Access to assessment expertise in terms of subject matter related prior learning, experience and credibility

#### ***Legal Requirements:***

- Access to facilities that comply with occupational health and safety standards where contact learning sessions are delivered and included in the delivery model of this module

### **2.4 Exemptions**

- No exemptions are currently recognised for any of the listed knowledge modules. An RPL approach is recommended for all listed knowledge modules.

### **3. 242401001-PM-03, Plan the delivery of an occupational learning intervention, NQF Level 5, Credits 16**

#### **3.1 Purpose of the Practical Skill Modules**

The focus of the learning in this module is on providing the learner an opportunity to gain competencies required to plan for the delivery of an occupational learning intervention.

The learner will be required to:

- PM-03-PS01: Plan the delivery of a learning intervention
- PM-03-PS02: Evaluate and adapt the learning resources for the delivery of the learning intervention

#### **3.2 Guidelines for Practical Skills**

##### **3.2.1. PM-03-PS01: Plan the delivery of a learning intervention**

###### ***Scope of Practical Skill***

Given a qualification and learning resources, the learner must be able to:

- PA0101 Design an implementation schedule for a specific qualification
- PA0102 Draft learning outcomes for the programme
- PA0103 Compile a program facilitation plan
- PA0104 Gather and select delivery resources

###### ***Applied Knowledge***

- AK0101 Scheduling of learning
- AK0102 Writing outcome statements
- AK0103 Learning program / lesson planning practices
- AK0104 Resource evaluation criteria and practices

###### ***Internal Assessment Criteria***

- IAC0101 The learning intervention is aligned with the competencies included in the qualification
- IAC0102 Learning activities are scheduled and defined in accordance with accepted adult learning concepts
- IAC0103 The process is approached in a systematic and structured manner and supports the achievement of established learning outcomes

### **3.2.2. PM-03-PS02: Evaluate and adapt the learning resources for the delivery of the learning intervention**

#### ***Scope of Practical Skill***

Given a range of learning resources for an occupational learning program, the learner must be able to:

- PA0201 Evaluate the learning resources against contextual requirement
- PA0202 List and motivate areas for adaptation
- PA0203 Adapt the learning resources
- PA0204 Develop a schedule and guide on the implementation of experiential learning modules

#### ***Applied Knowledge***

- AK0201 Learning resource evaluation criteria

#### ***Internal Assessment Criteria***

- IAC0201 Learning resources are adapted and presented for evaluation on completeness, clarity and structure, alignment to adult learning concepts, alignment to contextual requirements

### **3.3 Provider Programme Accreditation Criteria**

#### ***Physical Requirements:***

- Learning and development resources aligned to the scope and content of the module
- Learner assessment resources

#### ***Human Resource Requirements:***

- Access to facilitators of learning with subject matter expertise as evident from professional designations, or experiential competence or prior qualifications
- Access to assessment expertise in terms of subject matter related prior learning, experience and credibility

#### ***Legal Requirements:***

- Access to facilities that comply with occupational health and safety standards where contact learning sessions are delivered and included in the delivery model of this module

### **3.4 Exemptions**

- No exemptions are currently recognised for any of the listed knowledge modules. An RPL approach is recommended for all listed knowledge modules.

## **4. 242401001-PM-04, Facilitate different methodologies, training styles and techniques within an occupational learning context, NQF Level 5, Credits 12**

### **4.1 Purpose of the Practical Skill Modules**

The focus of the learning in this module is on providing the learner an opportunity to gain competencies related to the facilitation of adult learning within an occupational context.

The learner will be required to:

- PM-04-PS01: Plan and prepare to facilitate a learning intervention
- PM-04-PS02: Facilitate the learning intervention
- PM-04-PS03: Reflect on the effectiveness of own facilitator role

### **4.2 Guidelines for Practical Skills**

#### **4.2.1. PM-04-PS01: Plan and prepare to facilitate a learning intervention**

##### ***Scope of Practical Skill***

Given a contextual simulation, the learner must be able to:

- PA0101 Plan a process to collect information and administer a baseline needs assessment to determine the level and nature of the learning needs of the target group
- PA0102 Evaluate and collate the information collected into a profile for the target group
- PA0103 Select and motivate a learning intervention that will best serve the profile of the learners and outcomes identified
- PA0104 Compile a referral letter for learners who cannot be accommodated due to physical or personal barriers to learning
- PA0105 List all required resources required including venue, materials, equipment

##### ***Applied Knowledge***

- AK0101 Barriers to learning
- AK0102 Purposes of baseline assessments and interpretation of results
- AK0103 Learner profiles

##### ***Internal Assessment Criteria***

- IAC0101 Planning and preparation demonstrates an understanding of a target needs analysis and associated implication for learning program design

#### **4.2.2. PM-04-PS02: Facilitate the learning intervention**

##### ***Scope of Practical Skill***

Given the required resources and a simulated situation attended by a number of persons, the learner must be able to:

- PA0201 Manage and direct learning activities
- PA0202 Manage learner behaviour and group dynamics
- PA0203 Select and use a range of facilitation techniques appropriate to the identified training objective and target audience
- PA0204 Manage the learning environment and resources
- PA0205 Organise and sequence the session within the required timeframe
- PA0206 Use communication skills and technology to suit the target audience

##### ***Applied Knowledge***

- AK0201 Facilitation practices and techniques
- AK0202 Adult learning concepts and practices
- AK0203 Use of technology
- AK0204 Use of learning aids
- AK0205 Approaches to handling learner behaviour and group dynamics
- AK0206 Communication skills
- AK0207 Group work dynamics

##### ***Internal Assessment Criteria***

- IAC0201 Presentation techniques and choice are explained and justified
- IAC0202 Learning activities are directed in accordance with accepted adult learning principles and strategies that promote learning
- IAC0203 A session is facilitated in a structured and efficient manner that meets the outcomes of the interventions, the needs of learners and ensures the physical and psychological safety of the learners
- IAC0204 Dysfunctional interactions in the learning group are identified and minimised

#### **4.2.3. PM-04-PS03: Reflect on the effectiveness of own facilitator role**

##### ***Scope of Practical Skill***

Given a contextually simulated environment, the learner must be able to:

- PA0301 Compile an evaluation sheet to review the effectiveness of own facilitation
- PA0302 Consolidate, evaluate and reflect on completed responses
- PA0303 Formulate improvement areas and develop an improvement plan

- PA0304 Compile a management report on the learning intervention

### ***Applied Knowledge***

- AK0301 Facilitation evaluation sheet
- AK0302 Formulate and structure questions to encourage dialogue
- AK0303 Report writing

### ***Internal Assessment Criteria***

- IAC0301 Learner and stakeholder feedback on facilitated learning is sought and critically analysed against review criteria
- IAC0302 Recommendations for improvement in future interventions are formulated, including the possibility of remedial actions

## **4.3 Provider Programme Accreditation Criteria**

### *Physical Requirements:*

- Learning and development resources aligned to the scope and content of the module
- Learner assessment resources

### *Human Resource Requirements:*

- Access to facilitators of learning with subject matter expertise as evident from professional designations, or experiential competence or prior qualifications
- Access to assessment expertise in terms of subject matter related prior learning, experience and credibility

### *Legal Requirements:*

- Access to facilities that comply with occupational health and safety standards where contact learning sessions are delivered and included in the delivery model of this module

## **4.4 Exemptions**

- No exemptions are currently recognised for any of the listed knowledge modules. An RPL approach is recommended for all listed knowledge modules.

## **5. 242401001-PM-05, Facilitate experiential work based learning, NQF Level 5, Credits 8**

### **5.1 Purpose of the Practical Skill Modules**

The focus of the learning in this module is on providing the learner an opportunity to gain competencies related to the facilitation of experiential work based learning interventions through job instruction, coaching and mentoring related practices

The learner will be required to:

- PM-05-PS01: Develop an experiential work based learning plan and implementation schedule
- PM-05-PS02: Conduct a task focused learning session
- PM-05-PS03: Establish a mentorship relationship

### **5.2 Guidelines for Practical Skills**

#### **5.2.1. PM-05-PS01: Develop an experiential work based learning plan and implementation schedule**

##### ***Scope of Practical Skill***

Given a simulated environment, the learner must be able to:

- PA0101 Analyse the work based learning curriculum elements and the learning outcomes that must be achieved
- PA0102 Schedule work based learning opportunities in consultation with production
- PA0103 Draft a monitoring and evaluation protocol for a work based learning intervention

##### ***Applied Knowledge***

- AK0101 Scheduling concepts and practices

##### ***Internal Assessment Criteria***

- IAC0101 Work based learning is scheduled to fit in with production and associated learning opportunities

#### **5.2.2. PM-05-PS02: Conduct a task focused learning session**

##### ***Scope of Practical Skill***

Given a simulated environment, the learner must be able to:

- PA0201 Conduct a task analysis, review and specify key competencies embedded in a specific work activity
- PA0202 List and sequence the stages/elements of the work activity
- PA0203 Draft performance goals and standards for the work activity
- PA0204 List resources requirements
- PA0205 Draft a delivery plan for the learning session
- PA0206 Conduct the learning session
- PA0207 Manage learners, the learning environment and resources during the session

- PA0208 Use appropriate communication skills and technology to suit the target audience
- PA0209 Draft an evaluation sheet for a task focused learning session

#### ***Applied Knowledge***

- AK0201 Coaching practices
- AK0202 Task analysis
- AK0203 Job instruction principles and practices
- AK0204 Job breakdown and design

#### ***Internal Assessment Criteria***

- IAC0201 Tasks are analysed and a learning intervention are structured to address the key successes factors of the tasks
- IAC0202 Job instruction or coaching concepts and practices are applied during the learning session

### **5.2.3. PM-05-PS03: Establish a mentorship relationship**

#### ***Scope of Practical Skill***

Given a simulated environment, the learner must be able to:

- PA0301 Establish the expectations for the mentorship relationship
- PA0302 Reach consensus on roles and responsibilities
- PA0303 Draft a mentorship framework for key stages and targets to be achieved
- PA0304 Conduct a mentorship session

#### ***Applied Knowledge***

- AK0301 Mentorship practices

#### ***Internal Assessment Criteria***

- IAC0301 A mentorship relationship is established in accordance with accepted mentorship concepts and practices

### **5.3 Provider Programme Accreditation Criteria**

#### ***Physical Requirements:***

- Learning and development resources aligned to the scope and content of the module
- Learner assessment resources

#### ***Human Resource Requirements:***

- Access to facilitators of learning with subject matter expertise as evident from professional designations, or experiential competence or prior qualifications
- Access to assessment expertise in terms of subject matter related prior learning, experience and credibility

#### ***Legal Requirements:***

- Access to facilities that comply with occupational health and safety standards where contact learning sessions are delivered and included in the delivery model of this module

#### **5.4 Exemptions**

- No exemptions are currently recognised for any of the listed knowledge modules. An RPL approach is recommended for all listed knowledge modules.

## **6. 242401001-PM-06, Plan and conduct the assessment of learner competencies, NQF Level 5, Credits 8**

### **6.1 Purpose of the Practical Skill Modules**

The focus of the learning in this module is on providing the learner an opportunity to gain competencies related to the use of assessment documents to plan and conduct assessment of candidates against specific occupational competencies for national certification requirements.

The learner will be required to:

- PM-06-PS01: Prepare for assessment
- PM-06-PS02: Conduct the assessment
- PM-06-PS03: Report and record assessments
- PM-06-PS04: Review assessments

### **6.2 Guidelines for Practical Skills**

#### **6.2.1. PM-06-PS01: Prepare for assessment**

##### ***Scope of Practical Skill***

Given assessment documentation in a simulated environment, the learner must be able to:

- PA0101 Confirm assessment parameters and learner readiness prior to the assessment
- PA0102 Establish potential barriers to fair assessment and formulate measures to address barriers
- PA0103 Establish the suitability of the assessment environment and availability of assessment resources, logistics and documentation

##### ***Applied Knowledge***

- AK0101 Assessment principles and practices

##### ***Internal Assessment Criteria***

- IAC0101 Preparation of assessment resources, logistics, documentation and environment that meets the requirements of the assessment at hand and ensures fairness and safety of assessment
- IAC0102 Candidates are prepared and informed of the planned assessment and readiness confirmed
- IAC0103 Candidate inputs and questions are noted and addressed
- IAC0104 Contributions from Candidates are noted and addressed, including feedback to Candidate

## **6.2.2. PM-06-PS02: Conduct the assessment**

### ***Scope of Practical Skill***

Given assessment documentation and a candidate in a simulated environment, the learner must be able to:

- PA0201 Actively engage with the candidate in a constructive, unbiased and fair manner
- PA0202 Collect and record evidence, applying best practice time management and communication principles
- PA0203 Assess the evidence for compliance to competency requirements
- PA0204 Formulate a motivated decision on candidate competence as demonstrated over a period of time and provide guidance on remedial when necessary
- PA0204 Formulate a motivated decision on candidate competence as demonstrated over a period of time and provide guidance on remediation when necessary

### ***Applied Knowledge***

- AK0201 Assessment principles and practices
- AK0202 Evidence collection and reporting practices
- AK0203 Evidence assessment and judgement concepts
- AK0204 Accurate feedback and clear remedial actions
- AK0205 Inclusive education, barriers to assessments, special cases (supplementary, equal opportunities)

### ***Internal Assessment Criteria***

- IAC0201 Assessments of competence are aligned with the dimensions of competence i.e. practical, foundational and reflexive dimensions of competence
- IAC0202 Assessment principles are applied and reflected in the assessment intervention
- IAC0203 Evidence collection and evaluation principles are applied
- IAC0204 Clear communication is evident in accurate reporting

## **6.2.3. PM-06-PS03: Report and record assessments**

### ***Scope of Practical Skill***

Given assessment records and a candidate in a simulated environment, the learner must be able to:

- PA0301 Draft a feedback report inclusive of remedial recommendations, where required
- PA0302 Provide feedback to the candidate and reach agreement on remedial actions, where required
- PA0303 Obtain and record feedback from the candidate on the assessment intervention

### ***Applied Knowledge***

- AK0301 Assessment feedback principles and conditions

### ***Internal Assessment Criteria***

- IAC0301 Feedback is clear, meaningful and confined to strengths and weaknesses
- IAC0302 Further actions required to demonstrate competence are clearly defined and agreed upon with the candidate in a constructive manner, outlined in a SMART plan
- IAC0303 Feedback on assessment is demonstrated when the candidate: (1) meets all the assessment criteria, (2) meets some but not all the assessment criteria, (3) did not meet assessment criteria all, (4) needs to supplement evidence

### **6.2.4. PM-06-PS04: Review assessments**

#### ***Scope of Practical Skill***

Given assessment review documentation, the learner must be able to:

- PA0401 Review the assessment process, methods of assessment, instruments and tools against assessment principles and formulate improvement recommendation
- PA0402 Appraise the evidence collected against evidence collection and evaluation principles and formulate improvement recommendation
- PA0403 Reflect on the effectiveness of the assessment and report

### ***Applied Knowledge***

- AK0401 Principles of assessment review

### ***Internal Assessment Criteria***

- IAC0401 Accepted assessment, evidence collection and evaluation principles are applied in the review of the assessment

## **6.3 Provider Programme Accreditation Criteria**

#### ***Physical Requirements:***

- Learning and development resources aligned to the scope and content of the module
- Learner assessment resources

#### ***Human Resource Requirements:***

- Access to facilitators of learning with subject matter expertise as evident from professional designations, or experiential competence or prior qualifications
- Access to assessment expertise in terms of subject matter related prior learning, experience and credibility

#### ***Legal Requirements:***

- Access to facilities that comply with occupational health and safety standards where contact learning sessions are delivered and included in the delivery model of this module

## **6.4 Exemptions**

- No exemptions are currently recognised for any of the listed knowledge modules. An RPL approach is recommended for all listed knowledge modules.

## **7. 242401001-PM-07, Evaluate the impact of learning within an occupational context, NQF Level 5, Credits 8**

### **7.1 Purpose of the Practical Skill Modules**

The focus of the learning in this module is on providing the learner an opportunity to gain competencies related to learning and development impact assessments.

The learner will be required to:

- PM-07-PS01: Measure and evaluate the impact of learning and development on work processes
- PM-07-PS02: Report on the results achieved

### **7.2 Guidelines for Practical Skills**

#### **7.2.1. PM-07-PS01: Measure and evaluate the impact of learning and development on work processes**

##### ***Scope of Practical Skill***

Given workplace data and training reports, the learner must be able to:

- PA0101 Compile an evidence collection sheet for an impact evaluation
- PA0102 Conduct structured interviews with operational beneficiaries to collect evidence on the impact
- PA0103 Evaluate operational performance and/or quality records for impact assessments

##### ***Applied Knowledge***

- AK0101 Impact evaluation practices

##### ***Internal Assessment Criteria***

- IAC0101 Data is accurately collated, analysed and interpreted

#### **7.2.2. PM-07-PS02: Report on the results achieved**

##### ***Scope of Practical Skill***

Given impact evaluation data, the learner must be able to:

- PA0201 Collate evidence collected
- PA0202 Analyse improvements/changes against past trends and data
- PA0203 Compile an impact report and recommendations

##### ***Applied Knowledge***

- AK0201 Data analysis

##### ***Internal Assessment Criteria***

- IAC0201 Data is accurately collated, analysed and interpreted
- IAC0202 Trends and results are identified and reported on

### **7.3 Provider Programme Accreditation Criteria**

#### *Physical Requirements:*

- Learning and development resources aligned to the scope and content of the module
- Learner assessment resources

#### *Human Resource Requirements:*

- Access to facilitators of learning with subject matter expertise as evident from professional designations, or experiential competence or prior qualifications
- Access to assessment expertise in terms of subject matter related prior learning, experience and credibility

#### *Legal Requirements:*

- Access to facilities that comply with occupational health and safety standards where contact learning sessions are delivered and included in the delivery model of this module

### **7.4 Exemptions**

- No exemptions are currently recognised for any of the listed knowledge modules. An RPL approach is recommended for all listed knowledge modules.

## SECTION 3C: WORK EXPERIENCE MODULE SPECIFICATIONS

### List of Work Experience Module Specifications

- 242401001-WM-01, Conduct learning and development management practices, NQF Level 5, Credits 12
- 242401001-WM-02, Conduct skills development facilitation (SDF) processes as required for mandatory grant payments, NQF Level 5, Credits 8
- 242401001-WM-03, Conduct learning and development planning and implementation processes, NQF Level 5, Credits 12
- 242401001-WM-04, Facilitate an occupational learning session, NQF Level 5, Credits 8
- 242401001-WM-05, Facilitate a work based learning and development process, NQF Level 5, Credits 8
- 242401001-WM-06, Conduct assessments of learner competence, NQF Level 5, Credits 8
- 242401001-WM-07, Conduct an evaluation of the impact of learning within an occupational context, NQF Level 5, Credits 8

## **1. 242401001-WM-01, Conduct learning and development management practices, NQF Level 5, Credits 12**

### **1.1 Purpose of the Work Experience Modules**

The focus of the work experience is on providing the learner an opportunity to:

Gain exposure and experience in management practices required for the successful implementation of a learning and development intervention in an authentic work environment.

The learner will be required to:

- WM-01-WE01: Complete an assignment in an authentic work environment on learning and development management practices under the guidance of a subject matter expert

### **1.2 Guidelines for Work Experiences**

#### **1.2.1. WM-01-WE01: Complete an assignment in an authentic work environment on learning and development management practices under the guidance of a subject matter expert**

#### ***Scope of Work Experience***

The person will be expected to engage in the following work activities:

- WA0101 Attend at least two learning and development management meetings and compile a report on key lessons learned during the meeting
- WA0102 Compile a management plan for a learning and development intervention that includes a typical beneficiary profile, a cost analysis, provision for intervention logistics and venues, resources and material lists
- WA0103 Evaluate current quality management practices and compile a report on current practices and recommended areas of improvement
- WA0104 Source and secure a mock contractual agreement on the delivery of learning and development related services

#### ***Supporting Evidence***

- SE0101 Evaluation report by a subject matter expert
- SE0102 Portfolio of evidence

### **1.3 Contextualised Workplace Knowledge**

1 Workplace processes, practices and procedures

### **1.4 Criteria for Workplace Approval**

#### ***Physical Requirements:***

- The capacity to provide experiential learning and development opportunities to the candidate in all the areas listed within the scope of this module
- Experiential learning and development opportunities can be available in a specific workplace or through agreements established between different workplaces or between the candidate and a specific workplaces

#### ***Human Resource Requirements:***

- Access to subject matter expertise to provide support and guidance to the candidate through formal employment relations or through a contractual agreement established with a third party.
- Subject matter expertise is evident from professional designations, or experiential competence or prior qualifications

*Legal Requirements:*

- Access to facilities that comply with occupational health and safety standards where contact learning sessions are delivered and included in the delivery model of this module

**1.5 Additional Assignments to be Assessed Externally**

The experiential learning components of this curriculum are structured as specific assignments to be completed by the candidate. All assignments will be submitted to and evaluated by the subject matter expertise appointed to provide support and guidance to the candidate. A portfolio of evidence that comprises of supporting documents, completed assignments, accompanied by an evaluation report completed by the appointed subject matter experts, will be required to meet the eligibility requirements for access to the final integrated external assessment.

## **2. 242401001-WM-02, Conduct skills development facilitation (SDF) processes as required for mandatory grant payments, NQF Level 5, Credits 8**

### **2.1 Purpose of the Work Experience Modules**

The focus of the work experience is on providing the learner an opportunity to:

Gain exposure and experience in skills development facilitation (SDF) processes required for the successful submission of mandatory grant applications.

The learner will be required to:

- WM-02-WE01: Complete an assignment in an authentic work environment on skills development facilitation processes under the guidance of a subject matter expert

### **2.2 Guidelines for Work Experiences**

#### **2.2.1. WM-02-WE01: Complete an assignment in an authentic work environment on skills development facilitation processes under the guidance of a subject matter expert**

##### ***Scope of Work Experience***

The person will be expected to engage in the following work activities:

- WA0101 Establish the mandatory grant payment requirements and evaluation criteria of a selected SETA and compile a report on compliance criteria and common problems experienced with submission by the SETA
- WA0102 Compile a Workplace Skills Plan that meets the compliance criteria of the selected SETA
- WA0103 Compile a Workplace Implementation Report that meets the compliance criteria of the selected SETA

##### ***Supporting Evidence***

- SE0101 Evaluation report by a subject matter expert
- SE0102 Portfolio of evidence

### **2.3 Contextualised Workplace Knowledge**

1 Workplace practices, processes and procedures

### **2.4 Criteria for Workplace Approval**

#### ***Physical Requirements:***

- The capacity to provide experiential learning and development opportunities to the candidate in all the areas listed within the scope of this module
- Experiential learning and development opportunities can be available in a specific workplace or through agreements established between different workplaces or between the candidate and a specific workplaces

#### ***Human Resource Requirements:***

- Access to subject matter expertise to provide support and guidance to the candidate through formal employment relations or through a contractual agreement established with a third party.

- Subject matter expertise is evident from professional designations, or experiential competence or prior qualifications

*Legal Requirements:*

- Access to facilities that comply with occupational health and safety standards where contact learning sessions are delivered and included in the delivery model of this module

## **2.5 Additional Assignments to be Assessed Externally**

The experiential learning components of this curriculum are structured as specific assignments to be completed by the candidate. All assignments will be submitted to and evaluated by the subject matter expertise appointed to provide support and guidance to the candidate. A portfolio of evidence that comprises of supporting documents, completed assignments, accompanied by an evaluation report completed by the appointed subject matter experts, will be required to meet the eligibility requirements for access to the final integrated external assessment.

### **3. 242401001-WM-03, Conduct learning and development planning and implementation processes, NQF Level 5, Credits 12**

#### **3.1 Purpose of the Work Experience Modules**

The focus of the work experience is on providing the learner an opportunity to:

Gain exposure and experience in processes required for the successful implementation of a learning and development intervention in an authentic work environment.

The learner will be required to:

- WM-03-WE01: Complete an assignment in an authentic work environment on learning and development planning and implementation processes under the guidance of a subject matter expert

#### **3.2 Guidelines for Work Experiences**

##### **3.2.1. WM-03-WE01: Complete an assignment in an authentic work environment on learning and development planning and implementation processes under the guidance of a subject matter expert**

##### ***Scope of Work Experience***

The person will be expected to engage in the following work activities:

- WA0101 Attend at least two learning and development planning meetings and compile a report on key lessons learned during the meeting
- WA0102 Compile an implementation plan for a learning and development intervention that includes an implementation schedule, learning outcomes, a facilitation plan
- WA0103 Gather, evaluate and select three examples of knowledge focused learning and development resources for the implementation of the planned learning intervention
- WA0104 Gather, evaluate and select three examples of practical learning and development resources for the implementation of the planned learning intervention

##### ***Supporting Evidence***

- SE0101 Evaluation report by a subject matter expert
- SE0102 Portfolio of evidence

#### **3.3 Contextualised Workplace Knowledge**

1 Workplace practices, processes and procedures

#### **3.4 Criteria for Workplace Approval**

##### ***Physical Requirements:***

- The capacity to provide experiential learning and development opportunities to the candidate in all the areas listed within the scope of this module
- Experiential learning and development opportunities can be available in a specific workplace or through agreements established between different workplaces or between the candidate and a specific workplaces

##### ***Human Resource Requirements:***

- Access to subject matter expertise to provide support and guidance to the candidate through formal employment relations or through a contractual agreement established with a third party.
- Subject matter expertise is evident from professional designations, or experiential competence or prior qualifications

*Legal Requirements:*

- Access to facilities that comply with occupational health and safety standards where contact learning sessions are delivered and included in the delivery model of this module

### **3.5 Additional Assignments to be Assessed Externally**

The experiential learning components of this curriculum are structured as specific assignments to be completed by the candidate. All assignments will be submitted to and evaluated by the subject matter expertise appointed to provide support and guidance to the candidate. A portfolio of evidence that comprises of supporting documents, completed assignments, accompanied by an evaluation report completed by the appointed subject matter experts, will be required to meet the eligibility requirements for access to the final integrated external assessment.

## **4. 242401001-WM-04, Facilitate an occupational learning session, NQF Level 5, Credits 8**

### **4.1 Purpose of the Work Experience Modules**

The focus of the work experience is on providing the learner an opportunity to:

Gain exposure and experience in facilitation of a learning and development session in an authentic work environment.

The learner will be required to:

- WM-04-WE01: Facilitate a contextualised learning and development session under the guidance of a subject matter expert

### **4.2 Guidelines for Work Experiences**

#### **4.2.1. WM-04-WE01: Facilitate a contextualised learning and development session under the guidance of a subject matter expert**

##### ***Scope of Work Experience***

The person will be expected to engage in the following work activities:

- WA0101 Attend at least two learning and development sessions facilitated by an third party and compile a report on key lessons about cooperative learning learned during the sessions
- WA0102 Prepare for and facilitate a knowledge-focused session using appropriate techniques
- WA0103 Prepare for and facilitate a practical-focused session using appropriate techniques

##### ***Supporting Evidence***

- SE0101 Evaluation report by subject matter expert
- SE0102 Portfolio of evidence

### **4.3 Contextualised Workplace Knowledge**

1 Workplace practices, processes and procedures

### **4.4 Criteria for Workplace Approval**

#### ***Physical Requirements:***

- The capacity to provide experiential learning and development opportunities to the candidate in all the areas listed within the scope of this module
- Experiential learning and development opportunities can be available in a specific workplace or through agreements established between different workplaces or between the candidate and a specific workplaces

#### ***Human Resource Requirements:***

- Access to subject matter expertise to provide support and guidance to the candidate through formal employment relations or through a contractual agreement established with a third party.
- Subject matter expertise is evident from professional designations, or experiential competence or prior qualifications

#### ***Legal Requirements:***

- Access to facilities that comply with occupational health and safety standards where contact learning sessions are delivered and included in the delivery model of this module

#### **4.5 Additional Assignments to be Assessed Externally**

The experiential learning components of this curriculum are structured as specific assignments to be completed by the candidate. All assignments will be submitted to and evaluated by the subject matter expertise appointed to provide support and guidance to the candidate. A portfolio of evidence that comprises of supporting documents, completed assignments, accompanied by an evaluation report completed by the appointed subject matter experts, will be required to meet the eligibility requirements for access to the final integrated external assessment.

## **5. 242401001-WM-05, Facilitate a work based learning and development process, NQF Level 5, Credits 8**

### **5.1 Purpose of the Work Experience Modules**

The focus of the work experience is on providing the learner an opportunity to:

Gain exposure and experience in facilitation of a work based learning and development intervention in an authentic work environment.

The learner will be required to:

- WM-05-WE01: Facilitate the implementation of a work based learning and development intervention under the guidance of a subject matter expert

### **5.2 Guidelines for Work Experiences**

#### **5.2.1. WM-05-WE01: Facilitate the implementation of a work based learning and development intervention under the guidance of a subject matter expert**

##### ***Scope of Work Experience***

The person will be expected to engage in the following work activities:

- WA0101 Compile an implementation plan for a work based learning and development intervention that includes an analysis of required work based learning opportunities, alignment to production or operational practices, implementation schedule
- WA0102 Prepare for, facilitate and reflect on at least three coaching sessions

##### ***Supporting Evidence***

- SE0101 Evaluation report by a subject matter expert
- SE0102 Portfolio of evidence

### **5.3 Contextualised Workplace Knowledge**

1 Workplace practices, processes and procedures

### **5.4 Criteria for Workplace Approval**

#### ***Physical Requirements:***

- The capacity to provide experiential learning and development opportunities to the candidate in all the areas listed within the scope of this module
- Experiential learning and development opportunities can be available in a specific workplace or through agreements established between different workplaces or between the candidate and a specific workplaces

#### ***Human Resource Requirements:***

- Access to subject matter expertise to provide support and guidance to the candidate through formal employment relations or through a contractual agreement established with a third party.
- Subject matter expertise is evident from professional designations, or experiential competence or prior qualifications

#### ***Legal Requirements:***

- Access to facilities that comply with occupational health and safety standards where contact learning sessions are delivered and included in the delivery model of this module

### **5.5 Additional Assignments to be Assessed Externally**

The experiential learning components of this curriculum are structured as specific assignments to be completed by the candidate. All assignments will be submitted to and evaluated by the subject matter expertise appointed to provide support and guidance to the candidate. A portfolio of evidence that comprises of supporting documents, completed assignments, accompanied by an evaluation report completed by the appointed subject matter experts, will be required to meet the eligibility requirements for access to the final integrated external assessment.

## **6. 242401001-WM-06, Conduct assessments of learner competence, NQF Level 5, Credits 8**

### **6.1 Purpose of the Work Experience Modules**

The focus of the work experience is on providing the learner an opportunity to:

Gain exposure and experience in the assessment of a candidate in an authentic assessment environment.

The learner will be required to:

- WM-06-WE01: Plan for and conduct an assessment of three candidates under the guidance of a subject matter expert

### **6.2 Guidelines for Work Experiences**

#### **6.2.1. WM-06-WE01: Plan for and conduct an assessment of three candidates under the guidance of a subject matter expert**

##### ***Scope of Work Experience***

The person will be expected to engage in the following work activities:

- WA0101 Plan for and prepare the candidates for the assessment
- WA0102 Conduct the assessments and record the required evidence
- WA0103 Evaluate the evidence presented and formulate a motivated assessment decision
- WA0104 Prepare for and provide feedback to the candidate and other stakeholders on the assessment
- WA0105 Conduct a quality review of the assessment and compile a motivated feedback report

##### ***Supporting Evidence***

- SE0101 Evaluation report by a subject matter expert
- SE0102 Completed standard assessment documentation
- SE0103 Portfolio of evidence

### **6.3 Contextualised Workplace Knowledge**

1. Workplace assessment practices, processes and procedures
2. Standard assessment documentation
3. Quality management system requirements

### **6.4 Criteria for Workplace Approval**

#### ***Physical Requirements:***

- The capacity to provide experiential learning and development opportunities to the candidate in all the areas listed within the scope of this module
- Experiential learning and development opportunities can be available in a specific workplace or through agreements established between different workplaces or between the candidate and a specific workplaces

#### ***Human Resource Requirements:***

- Access to subject matter expertise to provide support and guidance to the candidate through formal employment relations or through a contractual agreement established with a third party.
- Subject matter expertise is evident from professional designations, or experiential competence or prior qualifications

*Legal Requirements:*

- Access to facilities that comply with occupational health and safety standards where contact learning sessions are delivered and included in the delivery model of this module

### **6.5 Additional Assignments to be Assessed Externally**

The experiential learning components of this curriculum are structured as specific assignments to be completed by the candidate. All assignments will be submitted to and evaluated by the subject matter expertise appointed to provide support and guidance to the candidate. A portfolio of evidence that comprises of supporting documents, completed assignments, accompanied by an evaluation report completed by the appointed subject matter experts, will be required to meet the eligibility requirements for access to the final integrated external assessment.

## **7. 242401001-WM-07, Conduct an evaluation of the impact of learning within an occupational context, NQF Level 5, Credits 8**

### **7.1 Purpose of the Work Experience Modules**

The focus of the work experience is on providing the learner an opportunity to:

Gain exposure and experience in the evaluation of the impact of a learning intervention within an authentic work environment.

The learner will be required to:

- WM-07-WE01: Plan for and conduct an impact evaluation under the guidance of a subject matter expert

### **7.2 Guidelines for Work Experiences**

#### **7.2.1. WM-07-WE01: Plan for and conduct an impact evaluation under the guidance of a subject matter expert**

##### ***Scope of Work Experience***

The person will be expected to engage in the following work activities:

- WA0101 Plan and prepare for an impact evaluation of a recent learning and development initiative by identifying potential sources of evidence, listing source documents and other sources for evidence collection, compiling an evidence collection sheet
- WA0102 Collect the required evidence using at least three different sources of information, record, collate and analyse the data collected
- WA0103 Review the results and draft an impact evaluation report that includes results achieved, any trends recognised and recommendations for future consideration

##### ***Supporting Evidence***

- SE0101 Evaluation report by a subject matter expert
- SE0102 Portfolio of evidence

### **7.3 Contextualised Workplace Knowledge**

1 Workplace practices, processes and procedures

### **7.4 Criteria for Workplace Approval**

#### ***Physical Requirements:***

- The capacity to provide experiential learning and development opportunities to the candidate in all the areas listed within the scope of this module
- Experiential learning and development opportunities can be available in a specific workplace or through agreements established between different workplaces or between the candidate and a specific workplaces

#### ***Human Resource Requirements:***

- Access to subject matter expertise to provide support and guidance to the candidate through formal employment relations or through a contractual agreement established with a third party.

- Subject matter expertise is evident from professional designations, or experiential competence or prior qualifications

*Legal Requirements:*

- Access to facilities that comply with occupational health and safety standards where contact learning sessions are delivered and included in the delivery model of this module

### **7.5 Additional Assignments to be Assessed Externally**

The experiential learning components of this curriculum are structured as specific assignments to be completed by the candidate. All assignments will be submitted to and evaluated by the subject matter expertise appointed to provide support and guidance to the candidate. A portfolio of evidence that comprises of supporting documents, completed assignments, accompanied by an evaluation report completed by the appointed subject matter experts, will be required to meet the eligibility requirements for access to the final integrated external assessment.

#### SECTION 4: STATEMENT OF WORK EXPERIENCE

<b>Curriculum Number:</b>	242401001
<b>Curriculum Title:</b>	Learning and Development Practitioner

<b>Learner Details</b>	
<b>Name:</b>	
<b>ID Number:</b>	

<b>Employer Details</b>	
<b>Company Name:</b>	
<b>Address:</b>	
<b>Supervisor Name:</b>	
<b>Work Telephone:</b>	
<b>E-Mail:</b>	

**242401001-WM-01, Conduct learning and development management practices, NQF Level 5, Credits 12**

WM-01-WE01	Complete an assignment in an authentic work environment on learning and development management practices under the guidance of a subject matter expert		
	<b>Scope Work Experience</b>	Date	Signature
WA0101	Attend at least two learning and development management meetings and compile a report on key lessons learned during the meeting		
WA0102	Compile a management plan for a learning and development intervention that includes a typical beneficiary profile, a cost analysis, provision for intervention logistics and venues, resources and material lists		
WA0103	Evaluate current quality management practices and compile a report on current practices and recommended areas of improvement		
WA0104	Source and secure a mock contractual agreement on the delivery of learning and development related services		
	<b>Supporting Evidence</b>	Date	Signature
SE0101	Evaluation report by a subject matter expert		
SE0102	Portfolio of evidence		

	<b>Contextualised Workplace Knowledge</b>	Date	Signature
1	Workplace processes, practices and procedures		

	<b>Additional Assignments to be Assessed Externally</b>	Date	Signature
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**242401001-WM-02, Conduct skills development facilitation (SDF) processes as required for mandatory grant payments, NQF Level 5, Credits 8**

WM-02-WE01	Complete an assignment in an authentic work environment on skills development facilitation processes under the guidance of a subject matter expert		
	<b>Scope Work Experience</b>	Date	Signature
WA0101	Establish the mandatory grant payment requirements and evaluation criteria of a selected SETA and compile a report on compliance criteria and common problems experienced with submission by the SETA		
WA0102	Compile a Workplace Skills Plan that meets the compliance criteria of the selected SETA		
WA0103	Compile a Workplace Implementation Report that meets the compliance criteria of the selected SETA		
	<b>Supporting Evidence</b>	Date	Signature
SE0101	Evaluation report by a subject matter expert		
SE0102	Portfolio of evidence		

	<b>Contextualised Workplace Knowledge</b>	Date	Signature
1	Workplace practices, processes and procedures		

	<b>Additional Assignments to be Assessed Externally</b>	Date	Signature
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**242401001-WM-03, Conduct learning and development planning and implementation processes, NQF Level 5, Credits 12**

WM-03-WE01	Complete an assignment in an authentic work environment on learning and development planning and implementation processes under the guidance of a subject matter expert		
	<b>Scope Work Experience</b>	Date	Signature
WA0101	Attend at least two learning and development planning meetings and compile a report on key lessons learned during the meeting		
WA0102	Compile an implementation plan for a learning and development intervention that includes an implementation schedule, learning outcomes, a facilitation plan		
WA0103	Gather, evaluate and select three examples of knowledge focused learning and development resources for the implementation of the planned learning intervention		
WA0104	Gather, evaluate and select three examples of practical learning and development resources for the implementation of the planned learning intervention		
	<b>Supporting Evidence</b>	Date	Signature
SE0101	Evaluation report by a subject matter expert		
SE0102	Portfolio of evidence		

	<b>Contextualised Workplace Knowledge</b>	Date	Signature
1	Workplace practices, processes and procedures		

	<b>Additional Assignments to be Assessed Externally</b>	Date	Signature
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**242401001-WM-04, Facilitate an occupational learning session, NQF Level 5, Credits 8**

WM-04-WE01	Facilitate a contextualised learning and development session under the guidance of a subject matter expert		
	<b>Scope Work Experience</b>	Date	Signature
WA0101	Attend at least two learning and development sessions facilitated by an third party and compile a report on key lessons about cooperative learning learned during the sessions		
WA0102	Prepare for and facilitate a knowledge-focused session using appropriate techniques		
WA0103	Prepare for and facilitate a practical-focused session using appropriate techniques		
	<b>Supporting Evidence</b>	Date	Signature
SE0101	Evaluation report by subject matter expert		
SE0102	Portfolio of evidence		

	<b>Contextualised Workplace Knowledge</b>	Date	Signature
1	Workplace practices, processes and procedures		

	<b>Additional Assignments to be Assessed Externally</b>	Date	Signature
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**242401001-WM-05, Facilitate a work based learning and development process, NQF Level 5, Credits 8**

WM-05-WE01	Facilitate the implementation of a work based learning and development intervention under the guidance of a subject matter expert		
	<b>Scope Work Experience</b>	Date	Signature
WA0101	Compile an implementation plan for a work based learning and development intervention that includes an analysis of required work based learning opportunities, alignment to production or operational practices, implementation schedule		
WA0102	Prepare for, facilitate and reflect on at least three coaching sessions		
	<b>Supporting Evidence</b>	Date	Signature
SE0101	Evaluation report by a subject matter expert		
SE0102	Portfolio of evidence		

	<b>Contextualised Workplace Knowledge</b>	Date	Signature
1	Workplace practices, processes and procedures		

	<b>Additional Assignments to be Assessed Externally</b>	Date	Signature
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**242401001-WM-06, Conduct assessments of learner competence, NQF Level 5, Credits 8**

WM-06-WE01	Plan for and conduct an assessment of three candidates under the guidance of a subject matter expert		
	<b>Scope Work Experience</b>	Date	Signature

WA0101	Plan for and prepare the candidates for the assessment		
WA0102	Conduct the assessments and record the required evidence		
WA0103	Evaluate the evidence presented and formulate a motivated assessment decision		
WA0104	Prepare for and provide feedback to the candidate and other stakeholders on the assessment		
WA0105	Conduct a quality review of the assessment and compile a motivated feedback report		
	<b>Supporting Evidence</b>	Date	Signature
SE0101	Evaluation report by a subject matter expert		
SE0102	Completed standard assessment documentation		
SE0103	Portfolio of evidence		

	<b>Contextualised Workplace Knowledge</b>	Date	Signature
1	Workplace assessment practices, processes and procedures		
2	Standard assessment documentation		
3	Quality management system requirements		

	<b>Additional Assignments to be Assessed Externally</b>	Date	Signature

**242401001-WM-07, Conduct an evaluation of the impact of learning within an occupational context, NQF Level 5, Credits 8**

WM-07-WE01	Plan for and conduct an impact evaluation under the guidance of a subject matter expert		
	<b>Scope Work Experience</b>	Date	Signature
WA0101	Plan and prepare for an impact evaluation of a recent learning and development initiative by identifying potential sources of evidence, listing source documents and other sources for evidence collection, compiling an evidence collection sheet		
WA0102	Collect the required evidence using at least three different sources of information, record, collate and analyse the data collected		
WA0103	Review the results and draft an impact evaluation report that includes results achieved, any trends recognised and recommendations for future consideration		
	<b>Supporting Evidence</b>	Date	Signature
SE0101	Evaluation report by a subject matter expert		
SE0102	Portfolio of evidence		

	<b>Contextualised Workplace Knowledge</b>	Date	Signature
1	Workplace practices, processes and procedures		

	<b>Additional Assignments to be Assessed Externally</b>	Date	Signature
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