




Curriculum Document				
Curriculum Code		Curriculum Title		Logo
242401-003-00-00		Advanced Occupational Certificate: Learning and Development Professional		
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Learner QDF Signature

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## **SECTION 1: CURRICULUM SUMMARY**

### **1. Occupational Information**

#### **1.1 Associated Occupation**

242401: Advanced Occupational Certificate: Learning and Development Professional

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

242401003: Advanced Occupational Certificate: Learning and Development Professional

#### **1.3 Alternative Titles used by Industry**

- None

### **2. Curriculum Information**

#### **2.1 Curriculum Structure**

The curriculum is comprised of the following Knowledge, Practical Skills and Workplace Experience Modules:

List of Knowledge Modules Specifications:

- 242401-003-00-KM-01, Theory of learning culture, NQF Level 6, 5 Credits
- 242401-003-00-KM-02, Management of learning programme design and development, NQF Level 6, 5 Credits
- 242401-003-00-KM-03, Quality assurance of learning and development, NQF Level 6, 10 Credits
- 242401-003-00-KM-04, Leadership and Management of learning and development, NQF Level 6, 15 Credits
- 243201-000-00-KM-05, Stakeholder management and engagement in a vocational or occupational learning environment, NQF Level 6, 5 Credits
- 242401-003-00-KM-06, Project Management, NQF Level 6, 10 Credits
- 242401-003-00-KM-07, Moderation principles and practices, NQF Level 6, 10 Credits
- 242401-003-00-KM-08, Recognition and Prior Learning (RPL) principles and process, NQF Level 7, 10 Credits

Total number of credits for Knowledge Modules: 70

#### List of Practical Skills Modules Specifications:

- 242401-003-00-PM-01, Conduct stakeholder analysis, mapping and profiling to promote their engagement, collaboration and a learning culture, NQF Level 6, 10 Credits
- 242401-003-00-PM-02, Implement strategy for the management of a Workplace-Based Learning programmes/bursary, NQF Level, NQF Level 6, 15 Credits
- 242401-003-00-PM-03, Conduct research and implement learning programme design and development best practice, NQF Level 6, 20 Credits
- 242401-003-00-PM-04, Design and develop policies and procedures for learning and development quality assurance, NQF 6, 20 Credits
- 242401-003-00-PM-05, Initiate and implement a project in an occupational or vocational learning and development intervention context, NQF Level 6, 20 Credits
- 242401-003-00-PM-06, Conduct moderation of assessments, NQF Level 6, 12 Credits
- 242401-003-00-PM-07, Conduct RPL, NQF Level 7, 20 Credits
- 242401-003-00-PM-08, Lead and manage learning and development in occupational or vocational setting, NQF Level 6, 15 Credits

Total number of credits for Practical Skills Modules: 130

#### List of Work Experience Module Specifications:

- 242401-003-00-WM-01, Research and stakeholder networking and collaboration processes, NQF Level 6, 5 Credits
- 242401-003-00-WM-02, Workplace-Based Learning (WBL) programmes implementation processes, NQF Level, NQF Level 6, 20 Credits
- 242401-003-00-WM-03, Processes of quality management system design and development for learning and development, NQF 6, 15 Credits
- 242401-003-00-WM-04, Internal and external moderation and/or verification processes, NQF Level 6, 20 Credits
- 242401-003-00-WM-05, Recognition of Prior Learning (RPL) processes, NQF Level 7, 20 Credits

Total number of credits for Work Experience Modules: 80

## **SECTION 2: OCCUPATIONAL PROFILE**

## **1. Occupational Purpose**

The purpose of this qualification is to prepare a learner to function as a Learning and Development Professional.

A Learning and Development Professional plans, designs and develops, leads and manages guides best practice for diverse learning and development practices and quality assurance to ensure all-inclusive learning in compliance with established principles in line with Education, Training and Development practices (ETDP) legal, regulatory and policy frameworks including standards and guidelines.

Typical graduate attributes of a Learning and Development Professional are the following but not limited to deep discipline knowledge and intellectual breadth, analytical and critical thinking, problem-solving, professionalism, teamwork and communication skills

## **2. Occupational Tasks**

- Establish and promote stakeholder networking and collaboration in vocational or occupational learning and development institution
- Manage the implementation of workplace-based learning programmes/bursaries
- Design and develop learning materials for learning and development interventions
- Design and develop quality management system for learning and development provisioning quality assurance
- Design and develop Assessment, Moderation and Recognition of Prior Learning Tools
- Develop a project(s) and manage project-related processes in an occupational or vocational learning and development intervention context
- Evaluate and implement multi-modal leaning interventions
- Lead and manage learning and development interventions in occupational or vocational setting

## **3. Occupational Task Details**

### **3.1 Establish and promote stakeholder networking and collaboration in vocational or occupational learning and development institution, NQF Level 6**

#### **Unique Products/Services:**

- Signed-of Service Level Agreement/Memorandum of Understanding between Learning and Development stakeholders
- Database on Learning and Development stakeholders

- Well-established and sustainable stakeholder networking
- networks with stakeholders
- Survey Report on learning and development interventions

**Occupational Responsibilities:**

- Conduct stakeholder mapping and profiling to promote stakeholder networking, collaboration and a learning culture
- Conduct occupational evaluation surveys to determine learning and development interventions

**Occupational Contexts:**

- Stakeholder networking and collaboration processes
- Research processes

**3.2 Manage the implementation of workplace-based learning programmes/bursaries, NQF Level 6**

**Unique Products/Services:**

- Workplace-based learning programmes/bursary Agreement
- Workplace-based learning programmes/bursary Implementation Report

**Occupational Responsibilities:**

- Develop and implement a strategy for the management of workplace-based learning programmes/bursary
- Monitor and evaluate the implementation of workplace-based learning programmes/bursary for achieved learning outcomes against budgets/funding allocations
- Produce workplace-based learning programmes/bursaries implementation report, NQF Level 5

**Occupational Contexts:**

- Workplace-based learning programmes implementation processes

**3.3 Design and develop learning materials for learning and development interventions, NQF Level 6**

**Unique Products/Services:**

- Learning materials and applicable resources.
- Learning programme lessons plan

**Occupational Responsibilities:**

- Design and develop relevant learning materials and applicable resources
- Develop comprehensive guidelines, lesson plans, facilitation, assessment and moderation including evaluation tools for the learning programme
- Analyse and select the most appropriate delivery mechanisms including learner management system
- Evaluate and report on learning materials to ensure compliance with standardised best practices for quality assurance purposes

**Occupational Contexts:**

- Learning materials design and development processes

**3.4 Design and develop quality management system for learning and development provisioning quality assurance, NQF Level 6**

**Unique Products/Services:**

- Learning and Development Quality Management System (QMS) Policies and Procedures

**Occupational Responsibilities:**

- Design and develop learning and development policies and procedures for quality control and assurance for best practice

**Occupational Contexts:**

- Processes quality management system design and development for learning and development

**3.5 Design and develop Assessment, Moderation and Recognition of Prior Learning Tools, NQF Level 6**

**Unique Products/Services:**

- Assessment Tools
- Internal and External Moderation Tools
- RPL promotion and supporting Strategy
- Integrated Evaluation Tool/Plan

**Occupational Responsibilities:**

- Design and develop assessment, internal and external moderation tools
- Design and develop Recognition of Prior Learning Tools
- Conduct internal or external moderation of assessments
- Develop integrated evaluation tool or plan to measure learning and development progress

### **Occupational Contexts:**

- Assessment, Moderation and Recognition of Prior Learning Tools design and development processes
- Internal and external moderation processes
- Learning progress evaluation processes

### **3.6 Develop a project (s) and manage project-related processes in an occupational or vocational learning and development intervention context, NQF Level 6**

#### **Unique Products/Services:**

- Project Implementation Plan

#### **Occupational Responsibilities:**

- Initiate and develop a project management strategy and project implementation plan in an occupational or vocational learning and development intervention context
- Analyse and identify appropriate resources for the implementation of the project plan in an occupational or vocational learning and development intervention context
- Evaluate and monitor the progress of project implementation for reporting purposes

### **Occupational Contexts:**

- Project management planning, implementation and reporting processes an occupational or vocational learning context

### **3.7 Evaluate and implement multi-modal learning interventions, NQF Level 6**

#### **Unique Product(s) or Service(s):**

- Multi-modal learning Strategy

#### **Occupational Responsibilities:**

- Evaluate and select multi-modal learning and development delivery mode(s) and technologies for diverse learning styles
- Evaluate and optimise the accessibility, effectiveness, efficiency and user-friendliness of the systems and modes for diverse learning styles

### **Occupational Contexts:**

- Evaluation and selection processes for multi-modal learning mode(s) for diverse learning styles

### **3.8 Lead and manage learning and development interventions in occupational or vocational setting, NQF Level 5**

**Unique Product/Service:**

- Learning and development administrative records and reports

**Occupational Responsibilities:**

- Perform learning and development administration in occupational or vocational setting, NQF Level 5

**Occupational Contexts:**

- Leadership and management processes in learning and development in occupational or vocational setting, NQF Level 5

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

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

List of Knowledge Modules Specifications:

- 242401-003-00-KM-01, Theory of learning culture, NQF Level 6, 5 Credits
- 242401-003-00-KM-02, Management of learning programme design and development, NQF Level 6, 5 Credits
- 242401-003-00-KM-03, Quality assurance of learning and development, NQF Level 6, 10 Credits
- 242401-003-00-KM-04, Leadership and Management of learning and development, NQF Level 6, 15 Credits
- 243201-000-00-KM-05, Stakeholder management and engagement in a vocational or occupational learning environment, NQF Level 6, 5 Credits
- 242401-003-00-KM-06, Project Management, NQF Level 6, 10 Credits
- 242401-003-00-KM-07, Moderation principles and practices, NQF Level 6, 10 Credits
- 242401-003-00-KM-08, Recognition and Prior Learning (RPL) principles and process, NQF Level 7, 10 Credits

Total number of credits for Knowledge Modules: 70

## **1. 242401-003-00-KM-01, Theory of learning culture, NQF Level 6, 5 Credits**

### **1.1 Purpose of the Knowledge Module**

The main focus of this knowledge module is to build an understanding of the theory of learning culture and the importance of creating and promoting a learning culture in an organisation.

The learning will enable learners to demonstrate an understanding of:

- KM-01-KT01: Principles and processes relating to a learning culture (100%)

### **1.2 Guidelines for Topics**

#### **1.2.1. KM-01-KT01: Principles and processes relating to a learning culture (100%)**

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

- KT0101 Origins and nature of a learning culture
- KT0102 Concepts and terminologies of a learning culture
- KT0103 Principles and strategies for promoting a learning culture

***Internal Associated Assessment Criteria and Weight:***

- IAC0101 Discuss the origins and nature of a learning culture in relation to the country's learning landscape
- IAC0102 Analyse and explain the application of the different concepts and terminologies relevant to a learning culture
- IAC0103 Identify and explain the values of a learning culture from international perspectives
- IAC0104 Evaluate the principles in terms of their application in promoting a learning culture in an organisation
- IAC0105 Appraise the strategies on how to develop, promote and manage a learning culture in an organisation

***(Weight: 100%)***

### **1.3 Programme Accreditation Criteria for all Knowledge Module**

***Physical Requirements:***

- Classroom furniture (chairs, tables, adequate lighting, audio equipment and all other equipment conducive to a learning environment)
- Learning materials
- Applicable virtual/online resources (screens, cameras, microphones, etc.)

***Human Resource Requirements:***

- Facilitator/learner ratio 1:20

- Facilitators must possess Learning and Development Practices related qualification or equivalent at NQF level 6 with minimum 3 years' experience and exposure in the learning and development environment
- Qualified Facilitator (Train-the Trainer)
- Qualified Assessor
- Qualified Moderator

*Legal Requirements:*

- Accredited with QCTO
- Compliant with Occupational Health and Safety requirements
- Compliant with Compensation for Occupational Injuries and Diseases Act (COIDA) requirements
- Compliant with Protection of Personal Information Act (POPIA) requirements

**1.4 Critical Topics to be Assessed Externally for the Knowledge Module**

- None

**1.5 Exemptions**

- None

## **2. 242401-003-00-KM-02, Management of learning programme design and development, NQF Level 6, 5 Credits**

### **2.1 Purpose of the Knowledge Module**

The main focus of this knowledge module is to build an understanding of the principles and methods of managing the design and development of learning materials.

The learning will enable learners to demonstrate an understanding of:

- KM-02-KT01: Research methodologies, principles and application (20%)
- KM-02-KT02: Principles and methods of learning materials design and development (20%)
- KM-02-KT03: Work-Based Learning (WBL) and funding models (20%)
- KM-02-KT04: Learning methods and multi-modal learning theories and strategies (20%)
- KM-02-KT05: Design and development of assessment, moderation and RPL instruments (20%)

***(Weight 100%)***

### **2.2 Guidelines for Topics**

#### **2.2.1 KM-02-KT01: Research Methodologies and application best practice (20%)**

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

- KT0101 Sources and different types of research methods
- KT0102 Data collection instruments and methods
- KT0103 Data analysis methods and findings
- KT0104 Research report-writing techniques

***Internal Associated Assessment Criteria and Weight:***

- IAC0101 Explain the significance of research for learning programme design best practice
- IAC0102 Analyse and identify the different types of research methods in terms of their relevance, applicability and limitations
- IAC0103 Analyse the various sources of information gathering for learning and development programme and materials design and development
- IAC0104 Identify, evaluate and adapt data collection instruments in terms of their relevance and applicability
- IAC0105 Discuss various data collection methodologies and sources and how they apply in learning programme design and development
- IAC0106 Explain the importance of and methods for data analysis for drawing conclusion and report-writing with recommendations to inform stakeholders

***(Weight: 20%)***

### **2.2.2 KM-02-KT02: Principles and methods of learning materials design and development (20%)**

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

- KT0201 Terminologies, concepts, theories, principles and rules
- KT0202 Needs analysis learning materials design and development
- KT0203 Standards in learning programme design and development
- KT0204 Processes, planning and best practice learning materials design and development
- KT0205 Learning programme piloting and delivery

#### ***Internal Associated Assessment Criteria and Weight:***

- IAC0201 Discuss the terminologies, concepts, principles and rules applicable in learning programme design and development for occupational or vocational learning and development
- IAC0202 Distinguish different theories in terms of their relevance and applicability in learning programme design and development for occupational or vocational learning and development
- IAC0203 Outline the value, process and needs assessment approaches for learning programme design and development
- IAC0204 Highlight and correlate the principles and structure of a learning programme as a result of the needs analysis and the identified learning outcomes
- IAC0205 Identify and analyse best practice learning programme design and development for occupational or vocational learning and development
- IAC0206 Examine the standards to be considered when designing and developing a learning programme
- IAC0207 Assess the various learning theories, styles and methods for learning and development
- IAC0208 Assess the various modes of multi-modal learning in terms of their characteristics, benefits/advantages and disadvantages
- IAC0209 Critique the merits of piloting a learning programme

***(Weight: 20%)***

### **2.2.3 KM-02-KT03: Work-based learning (WBL) and funding models (20%)**

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

- KT0301 Definitions, and purpose of work-based learning
- KT0302 Work-based learning theories and models
- KT0303 Types and benefits of work-based learning
- KT0304 Managing work-based learning programmes
- KT0305 Regulations and process for funding allocations

- KT0306 Reporting on workplace-based learning programmes implementation
- KT0307 Types of funding for work-based learning and ethics
- KT0308 Work-based learning training plan

***Internal Associated Assessment Criteria and Weight:***

- IAC0301 Identify and explain the different terminologies applicable in work-based learning
- IAC0302 Compare and contrast the various work-based learning theories and models in terms of their purpose, applicability and benefits
- IAC0303 Analyse and explain the process of managing work-based learning in an organisation
- IAC0304 Identify and evaluate different types of funding mechanisms for work-based learning and related applicable legislative and regulatory requirements
- IAC0305 Discuss the ethical responsibility when advising on the applicable funding mechanism(s)
- IAC0306 Explain the roles and responsibilities of the role-players in the development of work-based learning plan
- IAC0307 Explain the importance of ensuring learner placement possibilities for occupational or vocational learning including work-based learning

***(Weight: 20%)***

**2.2.4 KM-02-KT04: Learning methods and multi-modal learning theories and strategies (20%)**

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

- KT0401 Definitions, concepts and principles of learning methods and multi-modal learning
- KT0402 Principles, guidelines, benefits and best practices of learning methods and multi-modal learning technologies
- KT0403 Learning methods, styles, multi-modal learning theories, types and strategies
- KT0404 Multi-modal learning and assessment techniques and technologies

***Internal Associated Assessment Criteria and Weight***

- IAC0401 Identify and explain the key terminologies and concepts used in multi-modal learning
- IAC0402 Differentiate between the concepts 'learning methods' and 'multi-modal learning' technologies in terms of their importance and application in learning and development contexts
- IAC0403 Evaluate various learning methods and explain how they apply in different learning and development contexts
- IAC0405 Explain the impact of multi-modal learning in comparison to conventional learning
- IAC0406 Analyse and explain the different learning styles and their impact in the selection of learning methods and multi-modal learning strategies and techniques for effective learning and development
- IAC0407 Identify and evaluate various multi-modal learning assessment techniques and

methods

**(Weight: 20%)**

### **2.2.5 KM-02-KT05: Design and development of assessment, moderation and RPL instruments (20%)**

**Topic elements to be covered include:**

- KT0501 Training needs analysis and definition of learning outcomes
- KT0502 Identification, standardisation and best practice for instrument design and development
- KT0503 Management of assessment, moderation and RPL processes

**Internal Associated Assessment Criteria and Weight:**

- IAC0501 Explain the importance of conducting training needs analysis in order to design and develop the appropriate assessment, moderation and RPL instruments
- IAC0502 Analyse and discuss the management of assessment, moderation and RPL processes in the context of quality assurance
- IAC0503 Identify and evaluate various methods for the design of best practice assessment, moderation and RPL instruments taking into account applicable technologies
- IAC0504 Identify and analyse the learning and development programme content to determine the applicable methods
- IAC0505 Explain the importance of feedback for the achievement of the learning outcomes of the learning programme goals and objectives

**(Weight: 20%)**

### **2.3 Programme Accreditation Criteria for all Knowledge Module**

**Physical Requirements:**

- Classroom furniture (chairs, tables, adequate lighting, audio equipment and all other equipment conducive to a learning environment)
- Learning materials
- Applicable virtual/online resources (screens, cameras, microphones, etc.)

**Human Resource Requirements:**

- Facilitator/learner ratio 1:20
- Facilitators must possess Learning and Development Practices related qualification or equivalent at NQF level 6 with minimum 3 years' experience and exposure in the learning and development environment
- Qualified Facilitator (Train-the Trainer)
- Qualified Assessor
- Qualified Moderator

*Legal Requirements:*

- Accredited with QCTO
- Compliant with Occupational Health and Safety requirements
- Compliant with Compensation for Occupational Injuries and Diseases Act (COIDA) requirements
- Compliant with Protection of Personal Information (POPI) legal requirements

**2.4 Critical Topics to be Assessed Externally for the Knowledge Module**

- None

**2.5 Exemptions**

- None

### **3. 242401-003-00-KM-03, Quality assurance of learning and development, NQF Level 6, 10 Credits**

#### **3.1 Purpose of the Knowledge Module**

The main focus of this knowledge module is to build an understanding of learning and development quality assurance.

The learning will enable learners to demonstrate an understanding of:

- KM-03-KT01: Quality assurance theory and system (50%)
- KM-03-KT02: Learner Management Systems and Applications (50%)

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

##### **3.2.1. KM-03-KT01: Quality assurance theory and systems (50%)**

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

- KT0101 Terminologies, definitions, concepts, principles and models
- KT0102 Foundations and approaches to quality assurance
- KT0103 Quality management policies and procedures

***Internal Associated Assessment Criteria and Weight:***

- IAC0101 Explain the terminologies, definitions, concept and principles applicable to quality assurance within the context of learning and development
- IAC0102 Explain the foundations and approaches to quality assurance
- IAC0103 Discuss the different models for quality assurance applicable to occupational or vocational learning and development
- IAC0104 Analyse and evaluate the various quality management policies and procedures for quality assurance in terms of relevance and applicability to occupational or vocational learning and development
- IAC0105 Evaluate and articulate existing quality management policies and procedures to the occupational or vocational learning and development

***(Weight: 50%)***

##### **3.2.2 KM-03-KT02: Learner Management Systems and Application (LMS) (50%)**

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

- KT0201 Different types and features of LMS
- KT0202 Management of personal information and confidentiality
- KT0203 Obligations and consequences of mismanagement of personal information

***Internal Associated Assessment Criteria and Weight:***

- IAC0201 Analyse and identify the various LMS in terms of their relevance and applicability

- IAC0202 Explain the various legal and organisational policy requirements in relation to the management of personal information
- IAC0203 Explain the obligations and consequences for non-conformance to the applicable legal and policy requirements
- IAC0204 Explain the challenges behind the legality of online assessments
- IAC0205 Explain the importance of uploading of learner achievements on the learner management system from enrolment through to certification to meet quality assurance obligations

**(Weight: 50%)**

### **3.3 Programme Accreditation Criteria for all Knowledge Module**

#### *Physical Requirements:*

- Classroom furniture (chairs, tables, adequate lighting, audio equipment and all other equipment conducive to a learning environment)
- Learning materials
- Applicable virtual/online resources (screens, cameras, microphones, etc.)

#### *Human Resource Requirements:*

- Facilitator/learner ratio 1:20
- Facilitators must possess Learning and Development Practices related qualification or equivalent at NQF level 6 with minimum 3 years' experience and exposure in the learning and development environment
- Qualified Facilitator (Train-the Trainer)
- Qualified Assessor
- Qualified Moderator

#### *Legal Requirements:*

- Accredited with QCTO
- Compliant with Occupational Health and Safety requirements
- Compliant with Compensation for Occupational Injuries and Diseases Act (COIDA) requirements
- Compliant with Protection of Personal Information Act (POPIA) requirements

### **3.4 Critical Topics to be Assessed Externally for the Knowledge Module**

- None

### **3.5 Exemptions**

- None

#### **4. 242401-003-00-KM-04, Leadership and Management of learning and development, NQF Level 6, 15 Credits**

##### **4.1 Purpose of the Knowledge Module**

The main focus of this knowledge module is to build an understanding of leadership and management theories, styles and principles and their application in an organisation including stakeholder engagement process and practices.

The learning will enable learners to demonstrate an understanding of:

- KM-04-KT01: Leadership and management theories, styles and principles (100%)

##### **4.2 Guidelines for Topics**

###### **4.2.1. KM-04-KT01: Leadership and management theories, styles and principles (100%)**

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

- KT0101 Terminologies, definitions, concepts, theories and styles of leadership and management
- KT0102 Problem solving techniques and decision-making
- KT0103 Principles of self-management and self-awareness
- KT0104 Emotional Intelligence
- KT0105 Change Management
- KT0106 Negotiation techniques
- KT0107 Concept of knowledge management
- KT0108 Teams and teamwork
- KT0109 Concept and principles of talent Management
- KT0110 Concept and principles of performance management

###### ***Internal Associated Assessment Criteria and Weight:***

- IAC0101 Analyse and explain the key terminologies, concepts and theories and styles of leadership and management
- IAC0102 Explain principles and methods of effective communication in the workplace
- IAC0103 Explain the concepts of self-management and self-awareness in terms of their application to establishing and maintaining positive relationships and achievement of personal and organisational goals
- IAC0104 Explain the concepts of 'responsibility and accountability' and how they apply to one's

job performance

- IAC0105 Explain the concept, principles and strategies of time management and application to self, others and the workplace
- IAC0106 Explain possible causes of conflict in the workplace and identify conflict management techniques in terms of their application within an organisation
- IAC0107 Explain the concepts and factors causing stress and fatigue in the workplace and the techniques for managing stress and fatigue in the workplace
- IAC0108 Explain the importance of goal-setting and motivation how they affect job performance
- IAC0109 Identify and analyse the barriers to change in an organisation and determine strategies to manage change in the workplace
- IAC0110 Evaluate and explain the different negotiation techniques in terms of their application in an organisation as well as in learning and development context
- IAC0111 Explain the concepts, characteristics and principles of professional conduct and ethical behaviour and the consequences of unethical behaviour in the workplace
- IAC0112 Explain the concept and strategies of building emotional intelligence in the management of self and others
- IAC0113 Discuss the causes and preventative measures to address unethical behaviour in an organisation
- IAC0514 Explain the concept, components and strategies of knowledge management to ensure organisational growth and sustainability
- IAC0115 Analyse and explain the process and strategies of talent management to create a learning organisation
- IAC0116 Discuss the theories and models of effective teamwork and teambuilding
- IAC0117 Discuss the theories and models of performance management in an occupational or vocational learning and development context
- IAC0118 Identify and analyse possible problem-solving techniques and their application in an occupational or vocational learning and development context

**(Weight: 100%)**

### **4.3 Programme Accreditation Criteria for all Knowledge Module**

#### *Physical Requirements:*

- Classroom furniture (chairs, tables, adequate lighting, audio equipment and all other equipment conducive to a learning environment)
- Learning materials
- Applicable virtual/online resources (screens, cameras, microphones, etc.)

#### *Human Resource Requirements:*

- Facilitator/learner ratio 1:20
- Facilitators must possess Learning and Development Practices related qualification or equivalent at NQF level 6 with minimum 3 years' experience and exposure in the learning and development environment
- Qualified Facilitator (Train-the Trainer)
- Qualified Assessor
- Qualified Moderator

*Legal Requirements:*

- Accredited with QCTO
- Compliant with Occupational Health and Safety requirements
- Compliant with Compensation for Occupational Injuries and Diseases Act (COIDA) requirements
- Compliant with Protection of Personal Information Act (POPIA) requirements

**4.4 Critical Topics to be Assessed Externally for the Knowledge Module**

- None

**4.5 Exemptions**

- None

## **5. 243401-003-00-KM-05, Stakeholder management and engagement in vocational or occupational learning environment, NQF Level 6, 5 Credits**

### **5.1 Purpose of the Knowledge Module**

The main focus of the learning in this knowledge module is to build an understanding of stakeholder management theory and principles and process of engagement, stakeholders in relation to their importance, influence and power in occupational or vocational learning and development landscape.

The learning will enable learners to demonstrate an understanding of:

- KM-05-KT01: Theories, principles and strategies for stakeholder engagement and collaboration (100%)

### **5.2 Guidelines for Topics**

#### **5.2.1. KM-05-KT01: Stakeholder engagement and collaboration (100%)**

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

- KT0101 Stakeholder management theory, concepts, principles and process of engagement
- KT0102 Stakeholder analysis, mapping and profiling techniques
- KT0103 Benefits and risks associated with stakeholder arrangements
- KT0104 Networking, partnerships, agreements, roles and responsibilities, communication modes
- KT0105 Capacity building and empowerment

##### ***Internal Associated Assessment Criteria and Weight:***

- IAC0101 Analyse stakeholder management theories, models, process, strategies and tools to determine best practice for learning and development projects
- IAC0102 Analyse and explain concepts and principles in relation to stakeholder engagement and collaboration
- IAC0103 Identify and evaluate stakeholder management approaches applicable to stakeholder collaboration
- IAC0104 Analyse and explain the approaches of stakeholder mapping and how they apply in occupational or vocational learning and development interventions
- IAC0105 Analyse the levels of participation and methods of engagement to meet stakeholder goals and objectives
- IAC0106 Evaluate the various mechanisms to facilitate structured, meaningful stakeholder engagement

- IAC0107 Identify and analyse methods of communication for meaningful and effective communication with stakeholders
- IAC0108 Explain the benefits and risks associated with stakeholder engagement and collaboration in relation to complexities of relationships between partners and measures to mitigate the identified risks
- IAC0109 *Explain the methods of engaging and capturing interaction with stakeholders through relationships and capacity building interventions*

### **5.3 Programme Accreditation Criteria for all Knowledge Module**

#### *Physical Requirements:*

- Classroom furniture (chairs, tables, adequate lighting, audio equipment and all other equipment conducive to a learning environment)
- Learning materials
- Applicable virtual/online resources (screens, cameras, microphones, etc.)

#### *Human Resource Requirements:*

- Facilitator/learner ratio 1:20
- Facilitators must possess Learning and Development Practices related qualification or equivalent at NQF level 6 with minimum 3 years' experience and exposure in the learning and development environment
- Qualified Facilitator (Train-the Trainer)
- Qualified Assessor
- Qualified Moderator

#### *Legal Requirements:*

- Accredited with QCTO
- Compliant with Occupational Health and Safety requirements
- Compliant with Compensation for Occupational Injuries and Diseases Act (COIDA) requirements
- Compliant with Protection of Personal Information Act (POPIA) requirements

### **5.4 Critical Topics to be Assessed Externally for the Knowledge Module**

- None

### **5.5 Exemptions**

- None

## **6. 242401-003-00-KM-06, Project Management, NQF Level 6, 10 Credits**

### **6.1 Purpose of the Knowledge Module**

The main focus of this knowledge module is to build an understanding of theories and principles of project management in vocational or occupational learning and development context.

The learning will enable learners to demonstrate an understanding of:

- KM-06-KT01: Theory and principles of project Management (100%)

### **6.2 Guidelines for Topics**

#### **6.2.1. KM-06-KT01: Theory and principles of project Management (100%)**

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

- KT0101 Terminologies, definitions, concepts, principles and theory of project management
- KT0102 Project planning tools
- KT0103 Project Resourcing
- KT0104 Risk and issue management
- KT0105 Conflict management techniques
- KT0106 Diversity management

***Internal Associated Assessment Criteria and Weight:***

- IAC0101 Define and explain terminologies, concepts and principles of project management in terms of their application in vocational or learning occupational and development context
- IAC0102 Discuss the importance of effective planning and managing of a project
- IAC0103 Identify and explain the process of managing change in a project
- IAC0104 Explain the factors involved in identifying and leveraging resources for a project
- IAC0105 Explain the roles and responsibilities of stakeholders for effective execution in a project
- IAC0106 Analyse and explain the importance of conducting continued risk and change management and measures to mitigate or prevent risks in a project
- IAC0107 Explain how to harness the diversity of a team to enhance the success of a project

***(Weight: 100%)***

### **6.3 Programme Accreditation Criteria for all Knowledge Module**

***Physical Requirements:***

- Classroom furniture (chairs, tables, adequate lighting, audio equipment and all other equipment conducive to a learning environment)

- Learning materials
- Applicable virtual/online resources (screens, cameras, microphones, etc.)

*Human Resource Requirements:*

- Facilitator/learner ratio 1:20
- Facilitators must possess Learning and Development Practices related qualification or equivalent at NQF level 6 with minimum 3 years' experience and exposure in the learning and development environment
- Qualified Facilitator (Train-the Trainer)
- Qualified Assessor
- Qualified Moderator

*Legal Requirements:*

- Accredited with QCTO
- Compliant with Occupational Health and Safety requirements
- Compliant with Compensation for Occupational Injuries and Diseases Act (COIDA) requirements
- Compliant with Protection of Personal Information Act (POPIA) requirements

**6.4 Critical Topics to be Assessed Externally for the Knowledge Module**

- None

**6.5 Exemptions**

- None

## **7. 242401-003-00-KM-07, Moderation principles and practices, NQF Level 6, 10 Credits**

### **7.1 Purpose of the Knowledge Module**

The main focus of this knowledge module is to build an understanding of principles, process and practices applicable to the moderation of assessments.

The learning will enable learners to demonstrate an understanding of:

- KM-07-KT01: Assessment principles and practices (30%)
- KM-07-KT02: Moderation principles and practices (30%)
- KM-07-KT03: Design and development of assessment and moderation instruments (30%)
- KM-07-KT04: Assessment policies and procedures (15%)
- KM-07-KT05: Moderation policies and procedures (15%)

***(Weight: 100%)***

### **7.2. Guidelines for Topics**

#### **7.2.1. KM-07-KT01: Assessment principles and practices (30%)**

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

- KT0101 Best practice assessment principles and practices
- KT0102 Quality assurance for assessment practices
- KT0103 Application of principles of learner assessments

***Internal Associated Assessment Criteria and Weight:***

- IAC0101 Explain the challenges of ensuring the principles of learner assessments
- IAC0102 Discuss ethical and best practice compliance of assessment practices
- IAC0103 Explain the role of the assessment process including assessment instruments used

***(Weight: 30%)***

#### **7.2.2. KM-07-KT02: Moderation principles and practices (30%)**

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

- KT0201 Key terms, concepts, theories, principles, models and process of moderation
- KT0202 Internal, external and self-moderation
- KT0203 Promoting good assessment practices

***Internal Associated Assessment Criteria and Weight:***

- IAC0201 Define and explain the key terms, concepts, theories and models of moderation in

terms of the application in moderation of assessments

- IAC0202 Explain the role and responsibilities of the Moderator including quality management systems (planning, staffing, resourcing, training and recording systems)
- IAC0203 Explain best practice moderation process in the context of occupational or vocational learning and development
- IAC0204 Explain the methods and processes of information gathering for the purpose of moderation in occupational or vocational learning and development.
- IAC0205 Evaluate stakeholders involved in the moderation process and discuss the importance of feedback for continuous improvement and quality assurance
- IAC0206 Discuss the purpose and value of internal, external and self-moderation

**(Weight: 30%)**

### **7.2.3 KM-07-KT03: Design and development of assessment and moderation instruments (30%)**

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

- KT0301 Planning and preparation of assessment and moderation instruments
- KT0302 Principles, methods of assessment and moderation instruments

***Internal Associated Assessment Criteria and Weight:***

- IAC0301 Explain the importance of managing the design and development of assessment and moderation instruments in terms of stakeholder involvement
- IAC0302 Discuss the importance of coordinating resource management (human, financial, equipment and time) required for the design and development of assessment and moderation instruments
- IAC0303 Discuss the overarching principles and methods of assessment and moderation instrument design and development processes

**(Weight: 30%)**

### **7.2.4 KM-07-KT04: Assessment policies and procedures (15%)**

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

- KT0401 Assessment management procedures
- KT0402 Rules and procedures for marking
- KT0403 Policies for the placement of learners for experiential learning
- KT0404 Maintaining records on assessment

***Internal Associated Assessment Criteria and Weight:***

- IAC0401 Explain the introduction and promotion of new or modified assessment policies and

procedures to learners and other stakeholders

- IAC0402 Discuss the involvement of personnel and other stakeholders in the implementation of assessment policies and procedures
- IAC0403 Discuss assessment management procedures
- IAC0404 Explain the policies and procedures for the remarking and resubmission of examination papers and practical assignments
- IAC0405 Explain the provision of information and advice on assessment services to learners and other stakeholders

**(Weight: 15%)**

### **7.2.5 KM-07-KT05: Moderation policies and procedures (15%)**

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

- KT0501 Moderation management procedures
- KT0502 Rules for the moderation of assessments
- KT0503 Policies for the preparation of assessment evidence to be moderated

***Internal Associated Assessment Criteria and Weight:***

- IAC0501 Explain the purpose and focus of moderation of assessments
- IAC0502 Discuss the roles and responsibilities of stakeholders in moderation
- IAC0503 Discuss the applicable guidelines on moderation
- IAC0504 Explain the impact of electronic communication on the moderation of assessment
- IAC0505 Discuss the system requirements for moderation
- IAC0506 Explain how to establish the scope for moderation

**(Weight: 15%)**

## **7.3 Programme Accreditation Criteria for all Knowledge Module**

***Physical Requirements:***

- Classroom furniture (chairs, tables, adequate lighting, audio equipment and all other equipment conducive to a learning environment)
- Learning materials
- Applicable virtual/online resources (screens, cameras, microphones, etc.)

***Human Resource Requirements:***

- Facilitator/learner ratio 1:20
- Facilitators must possess Learning and Development Practices related qualification or equivalent at NQF level 6 with minimum 3 years' experience and exposure in the learning and development environment

- Qualified Facilitator (Train-the Trainer)
- Qualified Assessor
- Qualified Moderator

*Legal Requirements:*

- Accredited with QCTO
- Compliant with Occupational Health and Safety requirements
- Compliant with Compensation for Occupational Injuries and Diseases Act (COIDA) requirements
- Compliant with Protection of Personal Information Act (POPIA) requirements

**7.4 Critical Topics to be Assessed Externally for the Knowledge Module**

- None

**7.5 Exemptions**

- None

## **8. 242401-003-00-KM-08, Recognition and Prior Learning (RPL), NQF Level 7, 10 Credits**

### **8.1 Purpose of the Knowledge Module**

The main focus of this knowledge module is to build an understanding of the concept principles and process of Recognition of Prior Learning (RPL).

The learning will enable learners to demonstrate an understanding of:

- KM-08-KT01: Recognition and Prior Learning (RPL) principles and process (30%)
- KM-08-KT02: Design and development of Recognition and Prior Learning (RPL) tools (50%)
- KM-08-KT03: A holistic approach to RPL (20%)

### **8.2 Guidelines of the Knowledge Topics**

#### **8.2.1 KM-08-KT01: Recognition and Prior Learning (RPL) process and principles (30%)**

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

- KT0101 Theories, concepts, definitions, principles, process, approach and models of RPL
- KT0102 RPL practices and opportunities
- KT0103 RPL procedures and planning
- KT0104 Legislative framework for RPL implementation
- KT0105 Promoting RPL practices
- KT0106 Administration of RPL practices

***Internal Associated Assessment Criteria and Weight:***

- IAC0101 Identify and explain the terminologies, concepts, principles and models of RPL
- IAC0102 Interpret and explain the best practice requirements for RPL from the international perspectives
- IAC0103 Analyse and interpret the legislative framework impacting at RPL practices
- IAC0104 Evaluate and explain the various stakeholders in the RPL process in terms of their roles and responsibilities
- IAC0105 Investigate RPL processes and practices applicable in a vocational or occupational learning and development environment
- IAC0106 Evaluate ways to advice, promote and support RPL in an organisation
- IAC0107 Evaluate and explain the advantages and disadvantages of RPL procedures used for planning and conducting RPL
- IAC0108 Analyse and explain the guidelines for the administration and management of RPL in an organisation

***(Weight: 30%)***

## **8.2.2 KM-08-KT02: Design and development of Recognition and Prior Learning (RPL) tools (50%)**

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

- KT0201 Planning and preparation of RPL instruments
- KT0202 Principles, methods of RPL instruments
- KT0203 Principles and methods of gap analysis and guidance in RPL

### ***Internal Associated Assessment Criteria and Weight:***

- IAC0201 Explain the importance of managing the design and development of RPL instruments in terms of stakeholder involvement
- IAC0202 Discuss the importance of coordinating resource management (human, financial, equipment and time) required for the design and development including quality assurance of RPL instruments
- IAC0203 Identify and explain the overarching principles and methods of RPL instrument design and development processes
- IAC0204 Explain the significance of conducting gap analysis for the purposes of providing advice and support to the RPL candidate

***(Weight: 50%)***

## **8.2.3 KM-08-KT03: A holistic approach to RPL (20%)**

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

- KT0301 The nature of a holistic approach to RPL
- KT0302 The characteristics of a holistic approach to RPL

### ***Internal Associated Assessment Criteria and Weight:***

- IAC0301 Explain the principles of learning that justifies RPL
- IAC0302 Discuss the impact of RPL on lifelong learning
- IAC0303 Discuss the benefits of a holistic approach to RPL to stakeholders
- IAC0304 Discuss the characteristics of a holistic approach to RPL
- IAC0305 Explain how RPL can be used to overcome social and personal barriers to learning
- IAC0306 Discuss the approaches to flexible RPL services
- IAC0307 Explain how a Credit Accumulation and Transfer (CAT) system can be applied in RPL
- IAC0308 Discuss a developmental approach to RPL

***(Weight: 20%)***

## **8.3 Programme Accreditation Criteria for all Knowledge Module**

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

- Classroom furniture (chairs, tables, adequate lighting, audio equipment and all other equipment conducive to a learning environment)

- Learning materials
- Applicable virtual/online resources (screens, cameras, microphones, etc.)

*Human Resource Requirements:*

- Facilitator/learner ratio 1:20
- Facilitators must possess Learning and Development Practices related qualification or equivalent at NQF level 6 with minimum 3 years' experience and exposure in the learning and development environment
- Qualified Facilitator (Train-the Trainer)
- Qualified Assessor
- Qualified Moderator
- Qualified RPL Advisor

*Legal Requirements:*

- Accredited with QCTO
- Compliant with Occupational Health and Safety requirements (OHSA)
- Compliant with Compensation for Occupational Injuries and Diseases Act (COIDA) requirements
- Compliant with Protection of Personal Information Act (POPIA) requirements

**8.4 Critical Topics to be Assessed Externally for the Knowledge Module**

- None

**8.5 Exemptions**

- None

## **SECTION 3B: PRACTICAL SKILLS MODULE SPECIFICATIONS**

### **List of Practical Skills Module Specifications:**

- 242401-003-00-PM-01, Conduct stakeholder analysis, mapping and profiling to promote their engagement, collaboration and a learning culture, NQF Level 6, 10 Credits
- 242401-003-00-PM-02, Implement strategy for the management of a Workplace-Based Learning programmes/bursary, NQF Level, NQF Level 6, 15 Credits
- 242401-003-00-PM-03, Conduct research and implement learning programme design and development best practice, NQF Level 6, 20 Credits
- 242401-003-00-PM-04, Design and develop policies and procedures for learning and development quality assurance, NQF 6, 20 Credits
- 242401-003-00-PM-05, Initiate and implement a project in an occupational or vocational learning and development intervention context, NQF Level 6, 20 Credits
- 242401-003-00-PM-06, Conduct moderation of assessments, NQF Level 6, 12 Credits
- 242401-003-00-PM-07, Conduct RPL, NQF Level 7, 20 Credits
- 242401-003-00-PM-08, Lead and manage learning and development in occupational or vocational setting, NQF Level 6, 15 Credits

Total number of credits for Practical Skills Modules: 130

## **1. 242401-003-00-PM-01, Conduct stakeholder analysis, mapping and profiling to promote their engagement, collaboration and a learning culture, NQF Level 6, 10 Credits**

### **1.1 Purpose of the Practical Skills Module**

The focus of the learning in this module is on providing the learner an opportunity to practice skills to conduct stakeholder analysis for meaningful engagement in occupational or vocation learning and development interventions.

The learner will be required to:

- PM-01-PS01: Conduct stakeholder analysis, mapping and profiling to promote stakeholder engagement and collaboration
- PM-01-PS02: Conduct occupational evaluation surveys for occupational or vocational learning and development interventions

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

#### **1.2.1 PM-01-PS01: Conduct stakeholder, analysis, mapping and profiling to promote stakeholder engagement and collaboration**

##### ***Scope of Practical Skills:***

Given relevant documentation, activity instructions and templates, the learner must be able to:

- PA0101 Identify stakeholders in a learning and development organisation
- PA0102 Collect and analyse data on stakeholders in a learning and development organisation
- PA0103 Classify and prioritise stakeholders' roles, responsibilities, relevance and value in a learning and development organisation
- PA0104 Develop or adapt a stakeholder database
- PA0105 Develop or adapt stakeholder engagement plan
- PA0106 Identify and organise resources for stakeholder engagement
- PA0107 Evaluate and select best practice communication strategy/plan
- PA0108 Create a platform for dialogue

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

- AK0101 Visualisation and prioritisation techniques
- AK0102 Stakeholder participation techniques and approaches
- AK0103 Communication techniques and channels

### ***Internal Associated Assessment Criteria:***

- IAC0101 Stakeholders are identified and analysed to determine their roles, responsibilities, relevance and value in a vocational or learning and development interventions
- IAC0102 Stakeholder mapping and profiling is conducted, and stakeholders are evaluated, categorised and prioritised in terms of their needs, interests, powers and influences in occupational or vocational learning and development
- IAC0103 Stakeholder engagement plan is developed or adapted and specifies realistic goals and objectives, targets and timeframes for effective engagement and participation in occupational or vocational learning and development
- IAC0104 A Service Level Agreement is concluded and specifies terms of engagement, roles, responsibilities in vocational or learning and development interventions, outcomes and terminations
- IAC0105 Stakeholder participation and collaboration is evaluated to determine value-add in relation to the actual engagement outputs and outcomes and challenges
- AIC0106 Possible risks are identified and corrective measures are developed/adapted and applied to mitigate or prevent the identified risks
- IAC0107 Negotiation and communication techniques are applied to manage stakeholder participation and collaboration
- IAC0108 Approaches, processes and technologies of stakeholder engagement are appraised and selected to facilitate information-sharing, collaboration, increased transparency and capacity building
- AIC0109 Rapport and relationships building during stakeholder engagement process is systemic and systematic
- AIC0110 A channel of dialogue is opened to convey needs, interests and desires for harmonious relations between stakeholders
- AIC0111 Possible challenges in stakeholder management are identified, and strategies to address these are applied in order to build confidence, trust, legitimacy of collaboration
- AIC0112 Potential conflict areas are identified and analysed, and conflict management techniques are applied to harmonise and/or resolve the conflict

### **1.2.2 PM-01-PS02: Conduct occupational evaluation surveys for occupational or vocational learning and development interventions**

#### ***Scope of Practical Skills:***

Given relevant documentation, activity instructions and template, e.g. pie chart, bar chart, the learner must be able to:

- PA0201 Develop or adapt survey instrument
- PA0202 Administer the survey instrument
- PA0203 Analyse responses
- PA0204 Present recommendations

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

- AK0201 Survey processes and methods
- AK0202 Feedback analysis
- AK0203 Communication methods

#### ***Internal Associated Assessment Criteria:***

- IAC0201 A survey instrument is identified adapted applying appropriate methodology
- IAC0202 The process for administering a survey instrument is followed correctly and meets legal and organisational research policy requirements
- IAC0203 Responses received from survey are analysed, collated and interpreted using the applicable tool
- IAC0204 A report is compiled and presented to the relevant stakeholders with findings and recommendations

### **1.3 Provider Accreditation Requirements for the Practical Skills Module**

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

- Classroom furniture (chairs, tables, adequate lighting, audio equipment and all other equipment conducive to a learning environment)
- Learning materials
- Applicable virtual/online resources (screens, cameras, microphones, etc.)

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

- Facilitator/learner ratio 1:20

- Facilitators must possess Learning and Development Practices related qualification or equivalent at NQF level 6 with minimum 3 years' experience and exposure in the learning and development environment
- Qualified Facilitator (Train-the-Trainer)
- Qualified Assessor
- Qualified Moderator

*Legal Requirements:*

- Accredited with QCTO
- Compliant with Occupational Health and Safety requirements
- Compliant with Compensation for Occupational Injuries and Diseases Act (COIDA) requirements
- Compliant with Protection of Personal Information (POPI) legal requirements

**1.4 Critical Topics to be Assessed Externally for the Practical Skills Module**

- None

**1.5 Exemptions**

- None

## **2. 242401-003-00-PM-02, Implement strategy for the management of a Workplace-Based Learning programmes/bursary, NQF Level, NQF Level 6, 15 Credits**

### **2.1 Purpose of the Practical Skills Module**

The focus of the learning in this module is on providing the learner an opportunity to plan and implement Work-Based Learning and development programme.

The learner will be required to:

- PM-02-PS01: Implement a strategy for the management of Work-Based Learning programmes
- PM-02-PS02: Implement a strategy for the allocation of funding mechanisms

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

#### **2.2.1 PM-02-PS01: Implement a strategy for the management of Work-Based Learning programmes**

##### ***Scope of Practical Skills:***

Given activity instructions, logbook, sample work-based learning strategy and other relevant documentation, the learner must be able to:

- PA0101 Analyse and adapt the implementation strategy
- PA0102 Analyse and align the implementation of a Work-Based Learning strategy
- PA0103 Develop an action plan for implementation of Work-Based Learning strategy
- PA0104 Submit the adapted strategy/ies of Work-Based Learning strategy for approval
- PA0103 Implement the adapted Work-Based Learning programme
- PA0104 Monitor and report on learner progress

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

- AK0101 Action planning methods
- AK0102 Work-based learning models and strategies
- AK0103 Reporting methods and formats

##### ***Internal Associated Assessment Criteria:***

- IAC0101 Existing or adapted work-based learning strategy/ies is/are analysed and selected to meet relevant organisational requirements
- IAC0102 Work-based implementation strategy is aligned with national skills development strategic objectives
- IAC0103 A strategy is submitted to the relevant person for approval
- IAC0104 A strategy is implemented, and results are documented for reporting purposes
- IAC0105 Monitoring plan is completed highlighting outcomes and risks in accordance with organisational requirements

- IAC0106 The implementation of Work-Based Learning programmes and funding mechanisms is monitored and evaluated, and deviations are identified, mitigated and reported in accordance with organisational standard operating procedures

### **2.2.2 PM-02-PS02: Implement a strategy for the allocation of funding mechanisms**

#### ***Scope of Practical Skills:***

Given activity instructions, sample grants, a budget, and relevant documentation, and organisational procedures including legislative requirements, the learner must be able to:

- PA0201 Identify available funding sources
- PA0202 Analyse and link funding mechanisms
- PA0203 Follow the required process for funding application
- PA0204 Allocate the required funding based on the identified needs
- PA0205 Implement and monitor the implementation of funding for skills development

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

- AK0201 Different sources of funding and mechanisms
- AK0202 Budgeting process and methods
- AK0203 Monitoring and evaluation systems

#### ***Internal Associated Assessment Criteria:***

- IAC0201 Sources of funding for skills development are analysed and linked to identified needs
- IAC0202 The process of funding application is followed correctly in accordance with organisational procedures
- IAC0203 Funding is allocated appropriately based on needs analysis results
- IAC0204 Funding allocations are communicated to the relevant stakeholders
- IAC0205 Funding reconciliations are monitored and reported to the relevant stakeholders

### **2.3 Provider Accreditation Requirements for the Practical Skills Module**

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

- Classroom furniture (chairs, tables, adequate lighting, audio equipment and all other equipment conducive to a learning environment)
- Learning materials
- Applicable virtual/online resources (screens, cameras, microphones, etc.)

*Human Resource Requirements:*

- Facilitator/learner ratio 1:20
- Facilitators must possess Learning and Development Practices related qualification or equivalent at NQF level 6 with minimum 3 years' experience and exposure in the learning and development environment
- Qualified Facilitator (Train-the-Trainer)
- Qualified Assessor
- Qualified Moderator

*Legal Requirements:*

- Accredited with QCTO
- Compliant with Occupational Health and Safety requirements
- Compliant with Compensation for Occupational Injuries and Diseases Act (COIDA) requirements
- Compliant with Protection of Personal Information (POPI) legal requirements

**2.4 Critical Topics to be Assessed Externally for the Practical Skills Module**

- None

**2.5 Exemptions**

- None

### **3. 242401-003-00-PM-03, Conduct research and implement learning programme design and development best practice, NQF Level 6, 20 Credits**

#### **3.1 Purpose of the Practical Skills Module**

The focus of the learning in this module is on providing the learner an opportunity to gather and analyse information for the design and development of learning and development programme

The learner will be required to:

- PM-03-PS01: Design and develop relevant learning and development programme and materials
- PM-03-PS02: Develop guidelines for the development of lesson plans, facilitation, assessment and moderation
- PM-03-PS03: Evaluate and apply learning methodology and multi-modal learning modes including technologies in occupational or vocational learning and development
- PM-03-PS04: Evaluate and report on learning materials and guidelines design and development

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

##### **3.2.1 PM-03-PS01: Design and develop relevant learning programme and materials**

###### ***Scope of Practical Skills:***

Given work instruction, activity instructions, checklists and templates, the learner must be able to:

- PA0101 Interpret learning needs analysis and identify learning outcomes
- PA0102 Identify key resources (human, financial and tools)
- PA0103 Identify, curate and validate sources of information
- PA0104 Gather and analyse information
- PA0105 Build content for the learning programme and materials
- PA0106 Articulate the learning content vertically and horizontally
- PA0107 Evaluate and identify learning pathways

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

- AK0101 Learning materials design and development methods
- AK0102 Lesson planning methods
- AK0103 Learning and development teaching aids and devices
- AK0104 Career pathways

###### ***Internal Associated Assessment Criteria:***

- IAC0101 Relevant curriculum is identified and confirmed with stakeholders

- IAC0102 Learning outcomes are identified based on needs analysis results
- IAC0103 Lesson plans are developed and outline the content/topics and associated time allocation matching the training goals and learning outcomes
- IAC0104 Appropriate activities are developed and reflect learning outcomes
- IAC0105 Appropriate teaching and learning aids and devices are identified and included in the learning materials designed and developed
- IAC0106 Relevant resources are sourced and utilised for learning programme and materials
- IAC0107 Sources of information are identified, curated and validated to inform learning programme and materials design and development
- IAC0108 Information is gathered and analysed for relevance to the outcomes
- IAC0109 Learning content is developed in accordance with organisational requirements
- IAC0110 Learning content is articulated to the requirements of the curriculum
- IAC0111 Learning pathways in the relevant career are evaluated and identified, and the learning content highlights and/or inspires confidence for career growth and life-long learning

### **3.2.2 PM-03-PS02: Develop guidelines, facilitation plan, assessment and moderation guides and other resources**

#### ***Scope of Practical Skills:***

Given work instruction, activity instructions, checklists and templates, the learner must be able to:

- PA0201 Develop guidelines for learning and development facilitation, assessment and moderation
- PA0202 Develop a facilitator guide
- PA0203 Develop a moderator guide
- PA0204 Develop an evaluation tool

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

- AK0201 Learning and development guidelines
- AK0202 Learning and development planning process
- AK0203 Learning and development evaluation tool

#### ***Internal Associated Assessment Criteria:***

- IAC0201 A learner guide is developed in accordance with quality criteria and standards
- IAC0202 A facilitator guide is developed in accordance with quality criteria and standards
- IAC0203 A facilitation plan is developed in accordance with international best practice criteria and diverse learning styles

- IAC0204 An assessment guide is developed in accordance with quality criteria and standards
- IAC0205 A moderator guide is developed in accordance with quality criteria and standards
- IAC0206 A resource checklist is compiled according to the requirements of each individual learning intervention

### **3.2.3 PM-03-PS03: Evaluate and apply learning methodology and multi-modal learning modes including technologies in occupational or vocational learning and development**

#### ***Scope of Practical Skills:***

Given work instruction, activity instructions, checklists and templates, the learner must be able to:

- PA0301 Evaluate, select and apply learning and development methods
- PA0302 Evaluate, select and apply multi-modal learning technologies and strategies

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

- AK0301 Learning and development methodologies
- AK0302 Multi-modal learning strategies and technologies
- AK0303 Principles and methods of adult learning

#### ***Internal Associated Assessment Criteria:***

- IAC0301 Various learning methods and multi-modal learning strategies and technologies are appraised and applied to meet different learning styles
- IAC0302 Learning methods and multi-modal strategies selected allow accessibility, effectiveness, efficiency and user-friendliness for diverse learning styles
- IAC0303 The principles of adult learning are applied in the preparation and presentation of learning

### **3.2.4 PM-03-PS04: Evaluate and report on learning materials guidelines design and development**

#### ***Scope of Practical Skills:***

Given work instruction, activity instructions, standard evaluation tools, checklists and templates, the learner must be able to:

- PA0401 Contextualise the evaluation instrument for learning materials and guidelines
- PA0402 Plan and conduct evaluation of learning materials
- PA0403 Contextualise evaluation instrument for training delivery
- PA0404 Compile an evaluation report on the evaluation of learning materials

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

- AK0401 Monitoring and evaluation process and procedures
- AK0402 Monitoring and evaluation techniques
- AK0403 Requirements for the evaluation of learning materials
- AK0404 Standards for quality assurance in learning and development

### ***Internal Associated Assessment Criteria:***

- IAC0401 Evaluation instruments for learning programme, learning materials and guidelines is contextualised and measures process, outcomes and impact
- IAC0402 Evaluation instrument for post training feedback is developed for training delivery
- IAC0403 Evaluation report on the overall learning programme and learning materials design and development including associated guidelines is compiled and presented, and it contains findings and recommendations
- IAC0404 Quality criteria for different evaluation instruments are formulated
- IAC0405 Quality criteria is aligned with international standards for evaluation
- IAC0406 Learners and other stakeholders are involved in the evaluation process

### **3.3 Provider Accreditation Requirements for the Module**

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

- Classroom furniture (chairs, tables, adequate lighting, audio equipment and all other equipment conducive to a learning environment)
- Learning materials
- Applicable virtual/online resources (screens, cameras, microphones, etc.)

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

- Facilitator/learner ratio 1:20
- Facilitators must possess Learning and Development Practices related qualification or equivalent at NQF level 6 with minimum 3 years' experience and exposure in the learning and development environment
- Qualified Facilitator (Train-the-Trainer)
- Qualified Assessor
- Qualified Moderator

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

- Accredited with QCTO
- Compliant with Occupational Health and Safety requirements

- Compliant with Compensation for Occupational Injuries and Diseases Act (COIDA) requirements
- Compliant with Protection of Personal Information (POPI) legal requirements

#### **3.4 Critical Topics to be Assessed Externally for the Practical Skills Module**

- None

#### **3.5 Exemptions**

- None

## **4. 242401-003-00-PM-04, Design and develop policies and procedures for learning and development quality assurance, NQF 6, 20 Credits**

### **4.1 Purpose of the Practical Skills Module**

The focus of the learning in this module is on providing the learner an opportunity to develop or adapt an organisation's quality management system to achieve, maintain and improve overall organisational performance in learning and development.

The learner will be required to:

- PM-04-PS01: Develop or review various policies and procedures for learning and development
- PM-04-PS02: Design and develop assessment, moderation and recognition of prior learning instruments
- PM-04-PS03: Design and develop assessment, internal and external moderation instruments

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

#### **4.2.1 PM-04-PS01: Develop or review various policies and procedures for learning and development**

##### ***Scope of Practical Skills:***

Given task instructions, activity instructions, checklists and templates, the learner must be able to:

- PA0101 Review the size, structure and resources of the organisation
- PA0102 Conduct client's needs analysis for policy review
- PA0103 Analyse and review organisational policies and procedures
- PA0104 Compile a report on policies and procedures review process
- PA0105 Seek synergy on the suggested improvement on the policies and procedures

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

- AK0101 Organisational structure and resourcing strategies
- AK0102 Organisational policies and procedures
- AK0103 Quality assurance methodologies and systems
- AK0104 The components of quality assurance policies
- AK0105 The principles, core values and central requirements of quality standards

##### ***Internal Associated Assessment Criteria:***

- IAC0101 Organisational review is conducted, and the size, structure and resources are determined

- IAC0102 Clients' needs and expectations are analysed and identified including those of other interested parties
- IAC0103 Organisational policies and procedures are analysed and reviewed to reflect best practice
- IAC0104 Developed or revised policies meet client policy requirements and outline relevant procedures applying relevant principles and criteria
- IAC0105 Synergy is sought for the suggested policies and procedures
- IAC0106 A report is compiled and submitted to the relevant person or body for approval

#### **4.2.2 PM-04-PS02: Design and develop assessment, moderation and recognition of prior learning instruments**

##### ***Scope of Practical Skills:***

Given work instruction, activity instructions, checklists and templates, the learner must be able to:

- PA0201 Analyse and determine baseline quality criteria for assessment
- PA0202 Analyse and determine baseline quality criteria for assessment baseline quality criteria for moderation
- PA0203 Analyse and determine baseline quality criteria for RPL

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

- AK0201 Assessment methods and best practice
- AK0202 Factors to consider in the design of assessment instruments
- AK0203 Moderation methods and best practice
- AK0204 Factors to consider in the design of moderation instruments
- AK0205 RPL process and best practice
- AK0206 Factors to consider in the design of RPL procedures
- AK0207 Report writing methods and formats

##### ***Internal Associated Assessment Criteria:***

- IAC0201 Baseline quality criteria for assessment are analysed and a tool is developed for assessment of learning outcomes
- IAC0202 Baseline quality criteria for moderation are analysed and a tool is developed for the assessment outcomes
- IAC0203 The moderation system is aligned to the capacity in terms of management structure, focus area and functions of the learning and development organisation

- IAC0204 Baseline quality criteria for RPL are analysed and a tool is developed for RPL outcomes
- IAC0205 The fundamental processes that apply to RPL are aligned to the role and functions of learning and development and captured in policies and procedures

#### **4.2.3 PM-04-PS03: Design and develop assessment, internal and external moderation tools**

##### ***Scope of Practical Skills:***

Given task instructions, activity instructions, checklists and templates, the learner must be able to:

- PA0301 Analyse and prepare tools for assessment
- PA0302 Analyse and prepare tools for internal moderation
- PA0303 Analyse and prepare tools for external moderation
- PA0304 Analyse and prepare tools for recognition of prior learning

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

- AK0301 Assessment methods and best practice
- AK0302 Moderation methods and best practice
- AK0303 RPL process and best practice
- AK0304 Report writing methods and formats

##### ***Internal Associated Assessment Criteria:***

- IAC0301 Tools for assessment are accessed and analysed to determine appropriateness and meeting the principles of assessment
- IAC0302 Tools for moderation are accessed and analysed to determine appropriateness and meeting the principles of moderation
- IAC0303 Tools for recognition of prior learning are accessed and analysed to determine appropriateness and meeting the relevant principles of RPL assessment
- IAC0304 Moderation tools are designed and developed that ensures that assessments, including RPL, are valid, reliable and practicable
- IAC0305 Moderation tools are regularly reviewed to ensure that they meet expectations and that the moderation arrangements are efficient, effective and accessible

#### **4.3 Provider Accreditation Requirements for the Practical Skills Module**

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

- Classroom furniture (chairs, tables, adequate lighting, audio equipment and all other equipment conducive to a learning environment)

- Learning materials
- Applicable virtual/online resources (screens, cameras, microphones, etc.)

*Human Resource Requirements:*

- Facilitator/learner ratio 1:20
- Facilitators must possess Learning and Development Practices related qualification or equivalent at NQF level 6 with minimum 3 years' experience and exposure in the learning and development environment
- Qualified Facilitator (Train-the-Trainer)
- Qualified Assessor
- Qualified Moderator

*Legal Requirements:*

- Accredited with QCTO
- Compliant with Occupational Health and Safety requirements
- Compliant with Compensation for Occupational Injuries and Diseases Act (COIDA) requirements
- Compliant with Protection of Personal Information (POPI) legal requirements

**4.4 Critical Topics to be Assessed Externally for the Practical Skills Module**

- None

**4.5 Exemptions**

- None

## **5. 242401-003-00-PM-05, Initiate and implement a project in an occupational or vocational learning and development intervention context, NQF Level 6, 25 Credits**

### **5.1 Purpose of the Practical Skills Module**

The focus of the learning in this module is on providing the learner an opportunity to initiate and implement a learning and development project in a vocational learning and development setting.

The learner will be required to:

- PM-05-PS01: Define a project in an occupational or vocational learning and development setting
- PM-05-PS02: Plan a project in an occupational or vocational learning and development setting
- PM-05-PS03: Manage a project in an occupational or vocational learning and development setting
- PM-05-PS04: Control a project in an occupational or vocational learning and development setting
- PM-05-PS05: Communicate about a project in an occupational or vocational learning and development setting

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

#### **5.2.1 PM-05-PS01: Define a project in an occupational or vocational learning and development setting**

##### ***Scope of Practical Skills:***

Given sample organisational learning and development strategy, sample budget, and relevant documentation, the learner must be able to:

- PA0101: Initiate a project
- PA0102 Manage the scope for a project
- PA0103 Identify and involve the stakeholders in the project

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

- AK0101 The phases of the project life cycle
- AK0102 The purpose and layout of the project charter
- AK0103 The scope of a project
- AK0104 The scope management process
- AK0105 The roles of stakeholders in a project

***Internal Associated Assessment Criteria:***

- IAC0101 A project feasibility study is done to decide if the project is viable
- IAC0102 The ability to act as a situational leader in project management is demonstrated
- IAC0103 A work breakdown structure (WBS) is prepared to define the scope of the project work
- IAC0104 Scope change control is applied to ensure that changes in the project plan are agreed upon by all stakeholders
- IAC 0105 A stakeholder analysis is prepared to ensure that they are involved efficiently and informed effectively about project activities and progress

**5.2.2 PM-05-PS02: Plan a project in an occupational or vocational learning and development setting**

***Scope of Practical Skills:***

The learner must be able to:

- PA0201 Develop a project organisational structure
- PA0202 Operate in an occupational or vocational organisation culture
- PA0203 Lead and manage a project team
- PA0204 Analyse and select organisation forms

***Applied Knowledge:***

- AK0201 The organisational culture
- AK0202 Types of project organisation structures
- AK0203 The responsibilities of the project manager
- AK0204 Rules for the development of a matrix project structure

***Internal Associated Assessment Criteria:***

- IAC0201 A organisational form selected enables the most efficient and effective project performance
- IAC0202 A project plan developed is suitable for an occupational or vocational setting and reflects all elements required for execution in accordance with the project phases
- IAC0203 Interaction between the project leader and relevant organisation departments, suppliers, vendors, subcontractors, sponsors, consulting firms and government agencies is orchestrated
- IAC0204 Relevant organisation structures are involved to ensure the effective and efficient execution of the project plan

- IAC0205 Tasks are integrated to ensure that cooperation and synergy exists between the project team members

### **5.2.3 PM-05-PS03: Manage a project in an occupational or vocational learning and development setting**

#### ***Scope of Practical Skills:***

The learner must be able to:

- PA0301 Estimate the time duration of an activity
- PA0302 Calculate the expected completion date of a project
- PA0303 Plan, monitor and control project expenditure
- PA0304 Schedule, integrate and monitor project activities
- PA0305 Plan and manage resource procurement, allocation and usage
- PA0306 Manage project risks

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

- AK0301 Project management techniques
- AK0302 Definition of an activity
- AK0303 Factors that influence project scheduling
- AK0304 Definition and nature of cost factors
- AK0305 Types of contracts that are appropriate for different types of purchases
- AK0306 The elements of a risk management plan

#### ***Internal Associated Assessment Criteria:***

- IAC0301 A project plan developed links the different project activities into one comprehensive plan
- IAC0302 The project duration and project activities are estimated and traceable in the selected project tool
- IAC0303 The completion date of a project is calculated in line with the project timelines
- IAC0304 Possible project risks of an occupational or vocational project are identified and ranked in terms of severity, and a contingency plan is developed to manage project risks identified
- IAC0305 Project expenditure is monitored in line with the approved project budget and related activities
- IAC0306 The way the project scope should be managed is evaluated and integrated into a project plan

- IAC0308 A project in an occupational or vocational setting is managed in accordance with the project scope, key deliverables to ensure that all the required work is done within the set timeframes and budget

#### **5.2.4 PM-05-PS04: Control a project in an occupational or vocational learning and development setting**

##### ***Scope of Practical Skills:***

Given sample organisational learning and development strategy, sample budget, and relevant documentation, the learner must be able to:

- PA0401 Determine a learning and development project's quality requirements
- PA0402 Establish a learning and development project's quality capability
- PA0403 Write a learning and development project quality control plan
- PA0404 Measure the quality of a learning and development project
- PA0405 Inspection of project progress and performance

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

- AK0401 Define quality within a project management environment
- AK0402 The nature of project quality assurance
- AK0403 Statistical project quality control

##### ***Internal Associated Assessment Criteria:***

- IAC0401 The quality requirements for a project in an occupational or vocational context is determined
- IAC0402 The project team's capability to maintain good quality is established
- IAC0403 A quality control plan for a project in an occupational or vocational context is written
- IAC0404 The quality of a learning and development project is measured
- IAC0405 Inspection is conducted to ensure that the project meets the requirements in terms of progress and standards

#### **5.2.5 PM-05-PS05: Communicate the project in an occupational or vocational learning and development setting**

##### ***Scope of Practical Skills:***

Given sample organisational learning and development strategy, sample budget, and relevant documentation, the learner must be able to:

- PA0501 Write a project communication plan
- PA0502 Describe the project's line of communication
- PA0503 Organise and lead a project meeting
- PA0504 Record and report on project performance and completion

***Applied Knowledge:***

- AK0501 Project management techniques
- AK0502 Types of communication plans
- AK0503 Earned value analysis
- AK0504 Types of project reports

***Internal Associated Assessment Criteria:***

- IAC0501 A communications management plan is written
- IAC0502 The information and communication needs of the stakeholders are determined
- IAC0503 Information is distributed to project stakeholders in a timely manner
- IAC0504 Performance reports are prepared and disseminated to stakeholders on the achievement of project objectives
- IAC0505 Project results are documented to formalise acceptance of the completed project by relevant stakeholders
- IAC0506 Project progress meetings are arranged and held to uncover and correct deviations from the project plan

**5.3 Provider Accreditation Requirements for the Practical Skills Module**

*Physical Requirements:*

- Classroom furniture (chairs, tables, adequate lighting, audio equipment and all other equipment conducive to a learning environment)
- Learning materials
- Applicable virtual/online resources (screens, cameras, microphones, etc.)

*Human Resource Requirements:*

- Facilitator/learner ratio 1:20
- Facilitators must possess Learning and Development Practices related qualification or equivalent at NQF level 6 with minimum 3 years' experience and exposure in the learning and development environment
- Qualified Facilitator (Train-the-Trainer)
- Qualified Assessor
- Qualified Moderator

*Legal Requirements:*

- Accredited with QCTO
- Compliant with Occupational Health and Safety requirements
- Compliant with Compensation for Occupational Injuries and Diseases Act (COIDA) requirements
- Compliant with Protection of Personal Information (POPI) legal requirements

**5.4 Critical Topics to be Assessed Externally for the Practical Skills Module**

- None

**5.5 Exemptions**

- None

## **6. 242401-003-00-PM-06, Conduct moderation of assessments, NQF Level 6, 10 Credits**

### **6.1 Purpose of the Practical Skills Module**

The focus of the learning in this module is on providing the learner an opportunity to plan, conduct and review moderation of assessments.

The learner will be required to:

- PM-06-PS01: Plan and conduct moderation of assessments
- PM-06-PS02: Plan and prepare for external moderation or verification

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

#### **6.2.1 PM-06-PS01: Plan and conduct internal moderation**

##### ***Scope of Practical Skills:***

Given activity instructions and moderation instruments, the learner must be able to:

- PA0101 Identify and determine roles and responsibilities of stakeholders in moderation of assessments
- PA0102 Plan and prepare for moderation
- PA0103 Conduct moderation
- PA0104 Review moderation practices
- PA0105 Report on moderation

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

- AK0101 Information gathering techniques and methods
- AK0102 Assessment and moderation techniques
- AK0103 Reporting process and formats
- AK0104 Approaches to moderation

##### ***Internal Associated Assessment Criteria:***

- IAC0101 Different stakeholders are identified and analysed in terms of their relevance in moderation of assessments, and role clarity is given or roles and responsibilities are clearly allocated in areas of involvement
- IAC0102 Moderation of assessment planning and preparation meet the applicable principles and process requirements
- IAC0103 A sampling technique is applied to sample or select completed assessments in accordance with best practice

- IAC0104 Appropriate processes are followed and instrument(s) is(are) used gather evidence moderation purposes
- IAC0104 Moderation of assessments is carried out and assessment process, and moderation decision is made in accordance with policy requirements
- IAC0106 Feedback on moderation is timeous and constructive focusing on assessment practices, the process and supporting evidence
- IAC0107 Moderation review practices is carried out with recommendations for continuous improvement
- IAC0109 Moderation of assessments report is compiled in line with the organisational requirements

### **6.2.1 PM-06-PS02: Plan and conduct external moderation and verification**

#### ***Scope of Practical Skills:***

Given activity instructions and moderation instruments, the learner must be able to:

- PA0201 Identify relevant stakeholders for external moderation
- PA0202 Prepare and apply for external moderation
- PA0203 Analyse and respond to external moderation findings
- PA0204 Report on external moderation findings

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

- AK0101 Assessment and moderation methods and processes
- AK0102 Reporting process and formats
- AK0103 Roles and responsibilities of role-players in moderation
- AK0104 Requirements and instruments for external moderation
- AK0105 Typical irregularities in moderation processes

#### ***Internal Associated Assessment Criteria:***

- IAC0101 Different stakeholders are identified and analysed for external moderation in terms of their relevance, roles and responsibilities
- IAC0102 Relevant evidence and logistical requirement for external moderation identified, collated and prepared in accordance with organisational requirements
- IAC0103 The scope, purpose, nature procedure for an external moderation is explained within the context of the relevant quality assurance processes
- IAC0104 A Moderation Report for an external moderation is prepared to measure the quality and accuracy of internal moderation

- IAC0105 External moderation findings are analysed and a report is compiled and submitted to the relevant person or body

### **6.3 Provider Accreditation Requirements for the Module**

#### *Physical Requirements:*

- Classroom furniture (chairs, tables, adequate lighting, audio equipment and all other equipment conducive to a learning environment)
- Learning materials
- Applicable virtual/online resources (screens, cameras, microphones, etc.)

#### *Human Resource Requirements:*

- Facilitator/learner ratio 1:20
- Facilitators must possess Learning and Development Practices related qualification or equivalent at NQF level 6 with minimum 3 years' experience and exposure in the learning and development environment
- Qualified Facilitator (Train-the-Trainer)
- Qualified Assessor
- Qualified Moderator

#### *Legal Requirements:*

- Accredited with QCTO
- Compliant with Occupational Health and Safety requirements
- Compliant with Compensation for Occupational Injuries and Diseases Act (COIDA) requirements
- Compliant with Protection of Personal Information (POPI) legal requirements

### **6.4 Critical Topics to be Assessed Externally for the Practical Skills Module**

- None

### **6.5 Exemptions**

- None

## **7. 242401-003-00-PM-07, Conduct RPL, NQF Level 7, 20 Credits**

### **7.1 Purpose of the Practical Skills Module**

The focus of the learning in this module is on providing the learner an opportunity to implement the RPL process to recognise the candidate's prior knowledge and skills for the purposes of alternative access and admission, recognition and certification.

The learner will be required to:

- PM-07-PS01: Guide and advice on RPL
- PM-07-PS02: Promote RPL practices

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

#### **7.2.2 PM-07-PS01: Guide and advice on RPL**

##### ***Scope of Practical Skills:***

Given activity instructions and moderation instruments, the learner must be able to:

- PA0101 Identify relevant stakeholders
- PA0102 Obtain RPL instrument for evidence correlation
- PA0103 Plan and prepare for RPL guidance activity
- PA0104 Conduct RPL candidate profiling
- PA0105 Conduct RPL session with the candidate
- PA0106 Analyse and advise on evidence requirements
- PA0107 Assess and validate evidence collected
- PA0108 Provide guidance to RPL candidate
- PA0109 Set timelines for evidence submission
- PA0110 Mentor and support the RPL candidate

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

- AK0101 RPL process and mechanisms
- AK0102 RPL Assessment and moderation methods
- AK0103 Reporting process and formats

##### ***Internal Associated Assessment Criteria:***

- IAC0101 Relevant stakeholders are identified and informed on the pending RPL process
- IAC0102 RPL session is planned and prepared using the organisational requirements
- IAC0103 Profiling of RPL candidate is conducted in line with best practice standards

- IAC0104 RPL session is conducted with the RPL candidate and gaps are identified and communicated to the relevant stakeholders
- IAC0105 Evidence requirements are compared and validated with the submitted evidence
- IAC0106 Feedback on RPL assessments and moderation is timeous and constructive

#### **7.2.4 PM-07-PS02: Promote RPL practices**

##### ***Scope of Practical Skills:***

Given activity instructions and moderation instruments, the learner must be able to:

- PA0201 Advocate for RPL
- PA0202 Provide RPL information to stakeholders

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

- AK0201 RPL process and mechanisms
- AK0202 RPL Assessment and moderation methods
- AK0203 Reporting process and formats
- AK0104 Marketing techniques

##### ***Internal Associated Assessment Criteria:***

- IAC0201 Benefits, advantages and disadvantages of RPL are discussed with relevant stakeholders
- IAC0202 Information regarding different types of RPL is analysed and communicated to the various stakeholders
- IAC0203 The purpose of promoting RPL with all stakeholders is captured as part of the marketing plan
- IAC0204 The stages of marketing are utilised to promoter RPL
- IAC0205 The marketing mix is used to develop a strategy for the promotion of RPL
- IAC0206 The purpose of RPL is used to promote RPL amongst all stakeholders
- IAC0207 Misconceptions of the meaning and purpose of RPL are clarified with stakeholders
- IAC0208 The value and implications of RPL for candidates, employers and society are brought to the attention of stakeholders

#### **7.3 Provider Accreditation Requirements for the Module**

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

- Classroom furniture (chairs, tables, adequate lighting, audio equipment and all other equipment conducive to a learning environment)

- Learning materials
- Applicable virtual/online resources (screens, cameras, microphones, etc.)

*Human Resource Requirements:*

- Facilitator/learner ratio 1:20
- Facilitators must possess Learning and Development Practices related qualification or equivalent at NQF level 6 with minimum 3 years' experience and exposure in the learning and development environment
- Qualified Facilitator (Train-the-Trainer)
- Qualified Assessor
- Qualified Moderator

*Legal Requirements:*

- Accredited with QCTO
- Compliant with Occupational Health and Safety requirements
- Compliant with Compensation for Occupational Injuries and Diseases Act (COIDA) requirements
- Compliant with Protection of Personal Information (POPI) legal requirements

**7.4 Critical Topics to be Assessed Externally for the Practical Skills Module**

- None

**7.5 Exemptions**

- None

## **8. 242401-003-00-PM-08, Lead and manage learning and development in occupational or vocational setting, NQF Level 6, 15 Credits**

### **8.1 Purpose of the Practical Skills Module**

The focus of the learning in this module is on providing the learner an opportunity to lead and manage the implementation of learning and development interventions in an organisation.

The learner will be required to:

- PM-08-PS01: Lead and manage the planning and functioning of a learning and development organisation
- PM-08-PS02: Lead and manage the provision of learning and development interventions
- PM-08-PS03: Manage the utilisation of learning and development finances of a learning and development organisation

### **8.2 Guidelines for Practical Skills**

#### **8.2.2 PM-08-PS01: Lead and manage the planning and functioning of a learning and development organisation**

##### ***Scope of Practical Skills:***

Given a sample organisational learning and development operational strategy, the learner must be able to:

- PA0101 Analyse the organisational learning and development operational strategy
- PA0102 Prepare guidelines for the development of a learning and development plan
- PA0103 Plan and facilitate the implementation of learning and development objectives

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

- AK0101 The value of an environmental analysis
- AK0102 Advantages of strategic management
- AK0103 Objective formulation techniques
- AK0104 The difference between a strategic objective and an operational objective
- AK0105 Types of learning and development strategies and programmes

##### ***Internal Associated Assessment Criteria:***

- IAC0101 Organisational learning and development strategy is analysed to determine learning and development strategic goals and objectives

- IAC0102 Ongoing discussions with relevant organisational managers is maintained relating to learning and development implementation to ensure support and provision of requisite resources
- IAC0103 The learning and development strategy are analysed to prepare guidelines for the development of an annual learning and development plan
- IAC0104 Strategic objectives are broken down into short-term objectives to be implemented in the next year
- IAC0105 The objectives of operational plan are integrated to ensure that the whole organisational learning and development strategy is implemented

### **8.2.3 PM-08-PS02: Lead and manage the provision of learning and development interventions**

#### ***Scope of Practical Skills:***

Given a sample organisational learning and development operational strategy, the learner must be able to:

- PA0201 Manage the development of employee learning and development agenda
- PA0202 Evaluate and identify suitable learning and development intervention programmes
- PA0203 Motivate and engage employees for learning and development
- PA0106 Motivate learning and development and engage with employees
- PA0204 Manage learning and development interventions
- PA0205 Measure the impact of learning and development intervention
- PA0107 Measure the impact of learning and development intervention
- PA0206 Compile reports on learning and development interventions

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

- AK0201 Management models
- AK0202 Talent management processes and frameworks
- AK0203 Tools and mechanisms for impact assessment
- AK0204 Organisational administrative procedures and practices
- AK0205 Reporting methods and formats

#### ***Internal Associated Assessment Criteria:***

- IAC0201 Learning and development programmes selected are easily accessible to learners, transfers learning to the job and promotes continuous learning opportunities for professional development

- IAC0202 Management principles are applied throughout learning and development project implementation
- IAC0203 Employees are motivated in support of professional development and enhancement of organisational learning culture
- IAC0204 Records of all learning and development intervention and programme implementation are maintained and stored in accordance with organisational administrative operating procedures
- IAC0205 The development of an employee learning and development agenda is managed
- IAC0206 The impact of learning and development interventions is measured in terms of Return on Investment (ROI)

#### **8.2.4 PM-08-PS03: Manage the utilisation of learning and development finances of a learning and development organisation**

##### ***Scope of Practical Skills:***

Given sample organisational learning and development financial part-strategy, the learner must be able to:

- PA0301 Interpret and analyse learning and development operational finances
- PA0302 Develop and manage the implementation of learning and development budget
- PA0303 Identify and recommend funding for learning and development
- PA0304 Identify and recommend funding for learning and development that align with organisational goals and objectives
- PA0305 Monitor the allocation of budgeted funds to the achievement of short-term objectives

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

- AK0301 Budgeting methods and procedures
- AK0302 Sources of funding for learning and development
- AK0303 Financial management procedures

##### ***Internal Associated Assessment Criteria:***

- IAC0301 The learning and development budget is developed and managed with reference to interventions, resources and contracts
- IAC0301 Learning and development budget is evaluated, presented, approved, and funding sources are defined, identified from different sources and mechanisms and recommended
- IAC0302 Learning and development initiatives are executed and managed, and learning is on time and on budget to build and sustain support form management on future learning and development interventions

- IAC0304 The allocation of budgeted funds to the achievement of short-term objectives is monitored to determine Return-On-Investment (ROI)

### **8.2.5 PM-08-PS04: Lead a team in a learning and development organisation**

#### ***Scope of Practical Skills:***

Given a sample organisational strategy, including a learning and development human resources strategy, the learner must be able to:

- PA0401 Promote a values-based organisational culture
- PA0402 Promote lifelong learning of all members of the organisation
- PA0403 Motivate members of the organisation to work productively
- PA0404 Set the example for the other members of the organisation

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

- AK0401 Leadership styles
- AK0402 Managing change
- AK0403 Team dynamics
- AK0404 Cultural management and diversity

#### ***Internal Associated Assessment Criteria:***

- IAC0401 Employee learning and development agenda is developed and consists of strategic initiatives that support employee capacity building and are aligned to organisational strategic goals and objectives including priorities
- IAC0402 Learning and development programmes are evaluated and are relevant and suitable to address the identified learning and development interventions to build the required employee competencies in the most effective and efficient manner
- IAC0403 Leadership and management principles are applied throughout learning and development project implementation
- IAC0404 Employees are motivated in support of professional development and enhancement of organisational learning culture
- IAC0405 A value-based organisational culture is promoted using various interventions
- IAC0406 Lifelong learning is promoted among all the stakeholders in the learning and development organisation
- IAC0407 Members of the learning and development organisation are motivated to work productively
- IAC0408 An example of diligence, self-development, integrity and cultural sensitivity is set

### **8.3 Provider Accreditation Requirements for the Practical Skills Module**

#### *Physical Requirements:*

- Classroom furniture (chairs, tables, adequate lighting, audio equipment and all other equipment conducive to a learning environment)
- Learning materials
- Applicable virtual/online resources (screens, cameras, microphones, etc.)

#### *Human Resource Requirements:*

- Facilitator/learner ratio 1:20
- Facilitators must possess Learning and Development Practices related qualification or equivalent at NQF level 6 with minimum 3 years' experience and exposure in the learning and development environment
- Qualified Facilitator (Train-the-Trainer)
- Qualified Assessor
- Qualified Moderator

#### *Legal Requirements:*

- Accredited with QCTO
- Compliant with Occupational Health and Safety requirements
- Compliant with Compensation for Occupational Injuries and Diseases Act (COIDA) requirements
- Compliant with Protection of Personal Information (POPI) legal requirements

### **8.4 Critical Topics to be Assessed Externally for the Practical Skills Module**

- None

### **8.5 Exemptions**

- None

### **SECTION 3B: WORK EXPERIENCE MODULE SPECIFICATIONS**

List of Work Experience Module Specifications:

- 242401-003-00-WM-01, Research and stakeholder networking and collaboration processes, NQF Level 6, 5 Credits
- 242401-003-00-WM-02, Workplace-Based Learning (WBL) programmes implementation processes, NQF Level, NQF Level 6, 20 Credits
- 242401-003-00-WM-03, Processes of quality management system design and development for learning and development, NQF 6, 15 Credits
- 242401-003-00-WM-04, Internal and external moderation and/or verification processes, NQF Level 6, 20 Credits
- 242401-003-00-WM-05, Recognition of Prior Learning (RPL) processes, NQF Level 7, 20 Credits

Total number of credits for Work Experience Modules: 80

## **1. 242401-003-00-WM-01, Research and stakeholder networking and collaboration processes, NQF Level 6, 5 Credits**

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

The focus of the learning in this module is on providing the learner an opportunity to:

Gain exposure as part of the team in the processes of conducting stakeholder analysis for meaningful stakeholder engagement in occupational or vocation learning and development interventions in real-life work environment. The learner will be required to successfully complete each Work Experience at least once under the supervision of a qualified and experienced person.

The learner will be required to:

- WM-01-WE01: Conduct stakeholder mapping and profiling to promote stakeholder engagement and collaboration at least once
- WM-01-WE02: Conduct occupational evaluation surveys for occupational or vocational learning and development interventions at least once

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

#### **1.2.1 WM-01-WE01: Conduct stakeholder mapping and profiling to promote stakeholder engagement and collaboration**

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

Given relevant documentation, activity instructions and templates, the learner must be able to:

- WA0101 Participate in an induction session
- WA0102 Obtain and confirm work instructions
- WA0103 Obtain, analyse and interpret organisational policies and procedures for stakeholder engagement
- WA0104 Develop or adapt stakeholder engagement plan
- WA0105 Identify, categorise and prioritise stakeholders in terms of needs, interests, contributions
- WA0106 Identify and confirm stakeholder roles and responsibilities
- WA0107 Develop or update a stakeholder database
- WA0108 Identify and organise resources for stakeholder engagement
- WA0109 Evaluate and select best practice communication strategy/plan
- WA0110 Organise an event for stakeholder dialogue

**Supportive Evidence:**

- SE0101 A copy of an Attendance Register signed and dated by the learner and the supervisor/coach or Teams Meeting recording
- SE0102 A copy of stakeholder engagement plan signed and dated by both the learner and the supervisor/coach
- SE0103 Confirmation of created or updated stakeholder database by the learner and the supervisor/coach
- SE0104 A copy of resource list detailing the planned stakeholder planned event signed and dated by both the learner and the supervisor/coach

**1.2.2 WM-01-WE02: Conduct occupational evaluation surveys for occupational or vocational learning and development interventions****Scope of Work Experience:**

Given relevant documentation, activity instructions and template, survey analysis tool, the learner must be able to:

- WA0201 Obtain, analyse and interpret a survey instrument
- WA0202 Adopt/adapt and administer the survey instrument
- WA0203 Analyse and report on survey responses
- WA0204 Present findings with recommendations

**Supportive Evidence:**

- SE0101 A copy of survey instrument/tool
- SE0102 A copy of survey report signed and dated by the learner and the supervisor/coach

**1.3 Contextualised Workplace Knowledge**

- Checklists, forms and other relevant documentation
- Organisational policies and procedures
- Company-specific quality system requirements

**1.4 Criteria for Workplace Approval****Physical Requirements:****Access to:**

- Workplace
- Office equipment such as computer, software and access to Internet.

*Human Resource Requirements:*

- A qualified Learning and Development Advisor with at least two years' relevant industry experience in learning and development
- Supervisor/Coach to learner ratio of 1:4

*Legal Requirements:*

- Compliant with Occupational Health and Safety requirements
- Compliant with Compensation for Occupational Injuries and Diseases Act (COIDA) requirements
- Compliant with Protection of Personal Information Act (POPIA) requirements

**1.5 Additional Assignments to be assessed externally**

- None

## **2. 242401-003-00-WM-02, Workplace-Based Learning (WBL) programmes implementation processes, NQF Level, NQF Level 6, 20 Credits**

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

The focus of the learning in this module is on providing the learner an opportunity to:

Gain exposure as part of the team in the processes of conducting WBL programme implementation in occupational or vocation learning and development interventions in real-life work environment. The learner will be required to successfully complete each Work Experience at least once under the supervision of a qualified and experienced person.

The learner will be required to:

- WM-02-PS01: Implement a strategy for the management of work-based learning programmes at least once
- WM-02-PS02: Implement a strategy for the allocation of funding mechanisms at least once

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

#### **2.2.1 WM-02-WE01: Implement a strategy for the management of WBL programmes at least once**

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

The learner will be required to perform the following work activities:

- WA0101 Analyse and adapt the implementation strategy
- WA0102 Analyse and align the implementation of work-based learning strategy
- WA0103 Develop an action plan for implementation of work-based learning strategy
- WA0104 Submit the adapted strategy/ies of work-based learning strategy for approval
- WA0105 Implement the adapted work-based learning programme
- WA0106 Monitor, evaluate and report on the implementation of WBL progress

##### ***Supportive Evidence:***

- SE0101 A copy of an aligned WBL implementation strategy signed and dated by the learner and the supervisor
- SE0102 A copy of an action plan for WBL strategy implementation signed and dated by the learner and the supervisor
- SE0103 A copy of WBL monitoring plan signed and dated by the learner and the supervisor

- SE0104 A copy of WBL implementation progress report signed and dated by the learner and the supervisor

### **2.2.2 WM-02-WE02: Implement a strategy for the allocation of funding mechanisms at least once**

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

The learner will be required to perform the following work activities:

- WA0201 Identify and analyse available funding sources
- WA0202 Analyse and link funding mechanisms
- WA0203 Communicate and follow the required process for funding application
- WA0204 Determine and communicate the required funding resources based on the identified needs
- WA0205 Implement and monitor the implementation of funding for skills development

#### ***Supportive Evidence:***

- SE0201 A report of funding analysis for WBL funding signed and dated by the learner and the supervisor

### **2.3 Contextualised Workplace Knowledge**

- Checklists, forms and other relevant documentation
- Organisational policies and procedures
- Company-specific quality system requirements
- Employment Equity Plan
- Public Finance Management Act

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

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

*Access to:*

- Workplace
- Office equipment such as a computer, software and access to Internet

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

- A qualified Learning and Development Advisor with at least two years' relevant industry experience in Learning and Development
- Supervisor/Mentor to learner ratio of 1:4

*Legal Requirements:*

- Compliant with Occupational Health and Safety requirements
- Compliant with Compensation for Occupational Injuries and Diseases Act (COIDA) requirements
- Compliant with Protection of Personal Information Act (POPIA) requirements

**2.5 Additional Assignments to be assessed externally**

- None

### **3. 242401-003-00-WM-03, Learning materials design and development processes, NQF Level 6, 20 Credits**

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

The focus of the learning in this module is on providing the learner an opportunity to:

Gain exposure as part of the team in the learning materials design and development processes in occupational or vocation learning and development interventions in real-life work environment. The learner will be required to successfully complete each Work Experience at least once under the supervision of a qualified and experienced person.

- WM-03-WE01: Design and develop relevant learning and development programme and materials
- WM-03-WE02 Develop guidelines for the development of lesson plans, facilitation, assessment and moderation
- WM-03-WE03: Evaluate and apply learning methodology and multi-modal learning modes including technologies in occupational or vocational learning and development
- WM-03-WE04: Evaluate and report on learning materials and guidelines design and development

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

##### **3.2.1 WM-03-WE01: Design and develop relevant learning programme and materials**

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

Given work instruction, activity instructions, checklists and templates, the learner must be able to:

- WA0101 Interpret learning needs analysis and identify learning outcomes
- WA0102 Communicate and confirm training needs
- WA0103 Identify key resources (human, financial and tools)
- WA0104 Identify, curate and validate sources of information
- WA0105 Gather and analyse information
- WA0106 Build content for the learning programme and materials
- WA0107 Articulate the learning content vertically and horizontally
- WA0108 Present draft learning programme and materials for approval

###### ***Supportive Evidence:***

- SE0101 A copy of learning materials signed and dated by the learner and the supervisor/coach

### **3.2.2 WM-03-WE02: Develop guidelines, facilitation plan, assessment and moderation guides and other resources**

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

Given work instruction, activity instructions, checklists and templates, the learner must be able to:

- WA0201 Develop guideline for learning and development facilitation, assessment and moderation and submit for approval
- WA0202 Develop a draft facilitator guide and submit for approval
- WA0203 Develop a moderator guide and submit for approval
- WA0204 Develop and evaluation tool and submit for approval

#### ***Supportive Evidence:***

- SE0201 A copy of Facilitator Guide signed and dated by the learner and the supervisor/coach
- SE0102 A Moderator Guide signed and dated by the learner and the supervisor/coach
- SE0203 A copy of an Evaluation Tool signed and dated by the learner and the supervisor/coach

### **3.2.3 WM-03-WE03: Evaluate and apply learning methodology and multi-modal learning modes including technologies in occupational or vocational learning and development**

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

Given work instruction, activity instructions, checklists and templates, the learner must be able to:

- WA0301 Evaluate and apply learning and development methods
- WA0302 Develop an Agenda and submit to participants for confirmation
- WA0303 Arrange a meeting to present and recommend various multi-modal learning options to the supervisor

#### ***Supportive Evidence***

- SE0301 Agenda and Attendance Register signed and dated by both the learner and the supervisor/coach
- SE0302 A copy of Presentation Slides on multi-modal signed and dated by the learner and the supervisor

### **3.2.4 WM-03-WE04: Evaluate and report on learning materials and guidelines design and development**

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

Given work instruction, activity instructions, standard evaluation tool, checklists and templates, the learner must be able to:

- WA0401 Obtain and analyse existing guidelines for learning materials design and development
- WA0402 Determine the relevance and appropriateness of the guidelines
- WA0403 Identify areas for improvement
- WA0404 Compile an evaluation report

#### ***Supportive Evidence***

- SE0401 Evaluation Report signed and dated by the learner and the supervisor/coach

### **3.3 Contextualised Workplace Knowledge**

- Checklists, forms and other relevant documentation
- Organisational policies and procedures
- Company-specific quality system requirements

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

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

##### ***Access to:***

- Workplace
- Office equipment such as a computer, software and access to Internet

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

- A qualified Learning and Development Advisor with at least two years' relevant industry experience in learning and development
- Supervisor/Mentor to learner ratio of 1:4

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

- Compliant with Occupational Health and Safety Act (OHSA) requirements
- Compliant with Compensation for Occupational Injuries and Diseases Act (COIDA) requirements

- Compliant with Protection of Personal Information Act (POPIA) requirements

### **3.5 Additional Assignments to be assessed externally**

- None

## **4. 242401-003-00-WM-04, Processes of quality management system design and development for learning and development, NQF 6, 15 Credits**

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

The focus of the learning in this module is on providing the learner an opportunity to:

Gain exposure as part of the team in the processes of designing and developing a quality management system in occupational or vocation learning and development in real-life work environment. The learner will be required to successfully complete each Work Experience at least once under the supervision of a qualified and experienced person.

The learner will be required to:

- WM-04-WE01: Develop or review various policies and procedures for learning and development
- WM-04-WE02: Design and develop/adapt assessment, moderation and Recognition of Prior Learning(RPL) Tools
- WM-04-WE03: Design and develop/adapt assessment, internal and external moderation or verification instruments

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

#### **4.2.1 WM-04-WE01: Develop or review various policies and procedures for learning and development**

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

Given work instruction, activity instructions, checklists and templates, the learner must be able to:

- WA0101 Review the size, structure and resources of the organisation in terms of learning and development
- WA0102 Obtain and evaluate existing quality assurance policies and procedures
- WA0103 Conduct client's needs analysis for policy review
- WA0104 Produce a draft or adapted policies and procedures
- WA0105 Submit drafted/adapted policies for approval

##### ***Supportive Evidence:***

- SE0101 Copies of the draft or adapted quality assurance policies signed and dated by the learner and the supervisor

#### **4.2.2 WM-04-WE02: Design and develop assessment, moderation and Recognition of Prior Learning Tools**

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

Given work instruction, activity instructions, checklists and templates, the learner must be able to:

- WA0201 Obtain work instructions and guidelines
- WA0202 Analyse and interpret the set guidelines
- WA0203 Determine baseline quality criteria for assessment and moderations
- WA0204 Analyse and determine baseline quality criteria for RPL
- WA0205 Submit draft quality criteria for assessment, moderation and RPL for approval

##### ***Supportive Evidence:***

- SE0201 A copy of draft quality criteria for assessment, moderation and RPL signed and dated by the learner and the supervisor

#### **4.2.3 WM-04-WE03: Design and develop assessment, internal and external moderation instruments**

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

Given work instruction, activity instructions, checklists and templates, the learner must be able to:

- WA0301 Obtain and analyse tools for assessment, internal and external moderation
- WA0302 Review and prepare tools for consideration by the supervisor
- WA0303 Submit tools for approval
- WA0303 Revise and re-submit for approval, if applicable

##### ***Supportive Evidence:***

- SE0301 A copy of the signed-off assessment, internal and external moderation including RPL tools of and dated by the learner and the supervisor

#### **4.3 Contextualised Workplace Knowledge**

- Checklists, forms and other relevant documentation
- Organisational policies and procedures
- Company-specific quality system requirements

### **4.3 Criteria for Workplace Approval**

#### *Physical Requirements:*

##### *Access to:*

- Workplace
- Office space with a computer/laptop, software and access to internet

##### *Applicable tools and equipment:*

- Computer, office equipment and access to internet

#### *Human Resource Requirements:*

- A qualified and experienced supervisor with at least five years' experience in learning and development
- Supervisor/Coach to learner ratio of 1:4

#### *Legal Requirements:*

- Compliant with Occupational Health and Safety Act (OHSA) requirements
- Compliant with Compensation for Occupational Injuries and Diseases Act (COIDA) requirements
- Compliant with Protection of Personal Information Act (POPIA) requirements

### **4.5 Additional Assignments to be assessed externally**

- None

## **5. 242401-003-00-WM-05, Internal and external moderation and/or verification processes, NQF Level 6, 20 Credits**

### **5.1. Purpose of the Work Experience Module**

The focus of the learning in this module is on providing the learner an opportunity to plan, conduct and review internal and external moderation and/or verification of assessments.

The learner will be required to:

- WM-05-WE01: Plan and conduct moderation of assessments
- WM-05-WE02: Plan and prepare for external moderation or verification

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

#### **5.2.1 WM-05-WE01: Plan and conduct internal moderation**

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

Given activity instructions and moderation instruments, the learner must be able to:

- WA0101 Identify and confirm the key stakeholders in moderation
- WA0102 Plan, prepare and submit a moderation plan for approval
- WA0103 Conduct moderation or 'mock' moderation of assessments
- WA0104 Submit moderated assessments for further guidance or recommendations
- WA0105 Provide constructive feedback to the Assessor (s) timely
- WA0106 Compile moderation report

##### ***Supportive Evidence:***

- SE0101 Proof of feedback to the Assessor(s) signed and dated by the learner
- SE0102 A copy of Moderation Report on assessments plus the feedback from Assessor signed and dated by the learner and the supervisor

#### **5.2.2 WM-05-WE02: Plan and prepare external moderation or verification of assessments**

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

Given activity instructions and moderation instruments, the learner must be able to:

- WA0201 Identify and confirm the key stakeholders in moderations
- WA0202 Plan, prepare and submit a moderation plan for approval

- WA0203 Arrange a 'mock' external moderation or verification visit
- WA0204 Submit an analysis and recommendation in respect of an external moderation report to the supervisor for approval
- WA0205 Revise and re-submit the external moderation report for approval, if applicable

***Supportive Evidence:***

- SE0201 A copy of Moderation Report on assessments plus the feedback from Assessor signed and dated by the learner and the supervisor
- SE0202 Proof of feedback to the Assessor(s) signed and dated by the learner

**5.3 Contextualised Workplace Knowledge**

- Checklists, forms and other relevant documentation
- Organisational policies and procedures
- Company-specific quality system requirements

**5.4 Criteria for Workplace Approval**

*Physical Requirements:*

*Access to:*

- Workplace
- Office equipment such as a computer, software and access to Internet

*Human Resource Requirements:*

- A qualified Learning and Development Advisor with at least two years' relevant industry experience in learning and development
- Supervisor/Mentor to learner ratio of 1:4

*Legal Requirements:*

- Compliant with Occupational Health and Safety Act (OHSA) requirements
- Compliant with Compensation for Occupational Injuries and Diseases Act (COIDA) requirements
- Compliant with Protection of Personal Information Act (POPIA) requirements

**5.5 Additional Assignments to be assessed externally**

- None

## **6. 242401-003-00-WM-06, Recognition of Prior Learning (RPL) processes, NQF Level 7, 20 Credits**

### **6.1. Purpose of the Work Experience Module**

The focus of the learning in this module is on providing the learner an opportunity to implement the RPL process to recognise the candidate's prior knowledge and skills for the purposes of alternative access and admission, recognition and certification.

The learner will be required to:

- WM-06-WE01: Guide and advice on RPL
- WM-06-WE02: Promote RPL practices

### **6.2 Guidelines for Work Experience**

#### **6.2.1 WM-06-WE01: Guide and advice on RPL**

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

Given activity instructions and moderation instruments, the learner must be able to:

- WA0101 Obtain and confirm RPL related documentation
- WA0102 Analyse and identify relevant stakeholders
- WA0103 Plan and prepare for RPL guidance activity
- WA0104 Submit RPL plan to the supervisor to be signed-off
- WA0105 Conduct RPL candidate profiling
- WA0106 Conduct RPL session with the candidate
- WA0107 Analyse and advise on evidence requirements
- WA0108 Assess and validate evidence collected
- WA0109 Submit RPL guidance and recommendations for the candidate to the supervisor to be signed-off
- WA0110 Provide guidance to RPL candidate
- WA0111 Set timelines for evidence submission
- WA0112 Coach and support the RPL candidate

##### ***Supportive Evidence:***

- SE0101 A copy of RPL Advisory Process Report signed and dated by the learner and the supervisor

## **6.2.2 WM-06-WE02: Promote RPL practices**

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

Given activity instructions and moderation instruments, the learner must be able to:

- WA0201 Identify and confirm the need for advocacy
- WA0202 Plan and prepare for advocacy
- WA0203 Develop content for advocacy
- WA0204 Submit an advocacy plan for approval by the supervisor
- WA0205 Arrange and facilitate an advocate event of 'mock advocacy event for RPL
- WA0206 Determine the efficacy and effectiveness the event
- WA0207 Compile an Advocacy Report with recommendations

### ***Supportive Evidence:***

- SE0201 A copy of advocacy of advocacy plan signed and dated by the learner and the supervisor
- SE0202 A copy of advocacy materials signed and dated by the learner and the supervisor
- SE0203 A copy of Advocacy Report with recommendations signed and dated by the learner and the supervisor

## **6.3 Contextualised Workplace Knowledge**

- Checklists, forms and other relevant documentation
- Organisational policies and procedures
- Company-specific quality system requirements

## **6.4 Criteria for Workplace Approval**

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

*Access to:*

- Workplace
- Office equipment such as a computer, software and access to Internet

*Applicable to:*

- Materials: Job roles specifications, organisational RPL strategy

*Human Resource Requirements:*

- A qualified Learning and Development Advisor with at least two years' relevant industry experience in learning and development
- Supervisor/Mentor to learner ratio of 1:4

*Legal Requirements:*

- Compliant with Occupational Health and Safety Act (OHSA) requirements
- Compliant with Compensation for Occupational Injuries and Diseases Act (COIDA) requirements
- Compliant with Protection of Personal Information Act (POPIA) requirements

**6.5 Additional Assignments to be assessed externally**

- None

**SECTION 4: STATEMENT OF WORK EXPERIENCE**

<b>Curriculum Number:</b>	242401-003-00-00
<b>Curriculum Title:</b>	Learning and Development Professional

<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>	

**1. 242401-003-00-WM-01, Research and stakeholder networking and collaboration processes, NQF Level 6, 5 Credits**

WM-01-WE01	Conduct stakeholder mapping and profiling to promote stakeholder engagement and collaboration		
	<b>Scope Work Experience</b>	Date	Signature
WA0101	Participate in an induction session		
WA0102	Obtain and confirm work instructions		
WA0103	Obtain, analyse and interpret organisational policies and procedures for stakeholder engagement		
WA0104	Develop or adapt stakeholder engagement plan		
WA0105	Identify, categorise and prioritise stakeholders in terms of needs, interests, contributions		
WA0106	Identify and confirm stakeholder roles and responsibilities		
WA0107	Develop or update a stakeholder database		
WA0108	Identify and organise resources for stakeholder engagement		
WA0109	Evaluate and select best practice communication strategy/plan		
WA0110	Organise an event for stakeholder dialogue		
	<b>Supporting Evidence</b>	Date	Signature
SE0101	A copy of an Attendance Register signed and dated by the learner and the supervisor/coach or Teams Meeting recording		
SE0102	A copy of stakeholder engagement plan signed and dated by both the learner and the supervisor/coach		
SE0103	Confirmation of created or updated stakeholder database by the learner and the supervisor/coach		
SE0104	A copy of resource list detailing the planned stakeholder planned event signed and dated by both the learner and the supervisor/coach		
WM-01- WE02	Conduct occupational evaluation surveys for occupational or vocational learning and development		

	interventions		
	<b>Scope Work Experience</b>	Date	Signature
WA0201	Obtain, analyse and interpret a survey instrument		
WA0202	Adopt/adapt and administer the survey instrument		
WA0203	Analyse and report on survey responses		
WA0204	Present findings with recommendations		
	<b>Supporting Evidence</b>	Date	Signature
SE0201	A copy of survey instrument/tool		
SE0202	A copy of survey report signed and dated by the learner and the supervisor/coach		

	<b>Contextualised Workplace Knowledge</b>	Date	Signature
1	Checklists, forms and other relevant documentation		
2	Organisational policies and procedures		
3	Company-specific quality system requirements		

	<b>Additional Assignments to be Assessed Externally</b>	Date	Signature
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**2. 242401-003-00-WM-02, Workplace-Based Learning (WBL) programmes implementation processes, NQF Level, NQF Level 6, 20 Credits**

WM-02- WE01	Implement a strategy for the management of WBL programmes at least once		
	<b>Scope Work Experience</b>	Date	Signature
WA0101	Analyse and adapt the implementation strategy		
WA0102	Analyse and align the implementation of work-based learning strategy		
WA0103	Develop an action plan for implementation of work-based learning strategy		
WA0104	Submit the adapted strategy/ies of work-based learning strategy for approval		
WA0105	Implement the adapted work-based learning programme		
WA0106	Monitor, evaluate and report on the implementation of WBL progress		
	<b>Supporting Evidence</b>	Date	Signature
SE0101	A copy of an aligned WBL implementation strategy signed and dated by the learner and the supervisor		
SE0102	A copy of an action plan for WBL strategy implementation signed and dated by the learner and the supervisor		
SE0103	A copy of WBL monitoring plan signed and dated by the learner and the supervisor		
SE0104	A copy of WBL implementation progress report signed and dated by the learner and the supervisor		
WM-02- WE02	Implement a strategy for the allocation of funding mechanisms at least once		
	<b>Scope Work Experience</b>	Date	Signature
WA0201	Identify and analyse available funding sources		
WA0202	Analyse and link funding mechanisms		
WA0203	Communicate and follow the required process for funding application		

WA0204	Determine and communicate the required funding resources based on the identified needs		
WA0205	Implement and monitor the implementation of funding for skills development		
	<b>Supporting Evidence</b>	Date	Signature
SE0201	A report of funding analysis for WBL funding signed and dated by the learner and the supervisor		

	<b>Contextualised Workplace Knowledge</b>	Date	Signature
1	Checklists, forms and other relevant documentation		
2	Organisational policies and procedures		
3	Company-specific quality system requirements		
4	Employment Equity Plan		
5	Public Finance Management Act		

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

**3. 242401-003-00-WM-03, Learning materials design and development processes, NQF Level 6, 20 Credits**

WM-03- WE01	Design and develop relevant learning and development programme and materials		
	<b>Scope Work Experience</b>	Date	Signature
WA0101	Interpret learning needs analysis and identify learning outcomes		
WA0102	Communicate and confirm training needs		
WA0103	Identify key resources (human, financial and tools)		
WA0104	Identify, curate and validate sources of information		
WA0105	Gather and analyse information		
WA0106	Build content for the learning programme and materials		
WA0107	Articulate the learning content vertically and horizontally		
WA0108	Present draft learning programme and materials for approval		
	Supporting Evidence	Date	Signature
SE0101	A copy of learning materials signed and dated by the learner and the supervisor/coach		
WM-03- WE02	Develop guidelines, facilitation plan, assessment and moderation guides and other resources		
	<b>Scope Work Experience</b>	Date	Signature
WA0201	Develop guideline for learning and development facilitation, assessment and moderation and submit for approval		
WA0202	Develop a draft facilitator guide and submit for approval		
WA0203	Develop a moderator guide and submit for approval		
WA0204	Develop and evaluation tool and submit for approval		
	<b>Supporting Evidence</b>	Date	Signature

SE0201	A copy of Facilitator Guide signed and dated by the learner and the supervisor/coach		
SE0203	A Moderator Guide signed and dated by the learner and the supervisor/coach		
SE0203	A copy of an Evaluation Tool signed and dated by the learner and the supervisor/coach		
WM-03- WE03	Evaluate and apply learning methodology and multi-modal learning modes including technologies in occupational or vocational learning and development		
	<b>Scope Work Experience</b>	Date	Signature
WA0301	Evaluate and apply learning and development methods		
WA0302	Develop an Agenda and submit to participants for confirmation		
WA0303	Arrange a meeting to present and recommend various multi-modal learning options to the supervisor		
	<b>Supporting Evidence</b>	Date	Signature
SE0301	Agenda and Attendance Register signed and dated by both the learner and the supervisor/coach		
SE0302	A copy of Presentation Slides on multi-modal signed and dated by the learner and the supervisor		
WM-03- WE04	Evaluate and report on learning materials and guidelines design and development		
	<b>Scope Work Experience</b>	Date	Signature
WA0401	Obtain and analyse existing guidelines for learning materials design and development		
WA0402	Determine the relevance and appropriateness of the guidelines		
WA0403	Identify areas for improvement		
WA0404	Compile an evaluation report		
	<b>Supporting Evidence</b>	Date	Signature
SE0201	Evaluation Report signed and dated by the learner and the supervisor/coach		

	<b>Contextualised Workplace Knowledge</b>	Date	Signature
1	Checklists, forms and other relevant documentation		
2	Organisational policies and procedures		
3	Company-specific quality system requirements		

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

**4. 242401-003-00-WM-04, Processes of quality management system design and development for learning and development, NQF 6, 15 Credits**

WM-04- WE01	Develop or review various policies and procedures for learning and development		
	<b>Scope Work Experience</b>	Date	Signature
WA0101	Review the size, structure and resources of the organisation in terms of learning and development		
WA0102	Obtain and evaluate existing quality assurance policies and procedures		
WA0103	Conduct client's needs analysis for policy review		
WA0104	Produce a draft or adapted policies and procedures		
WA0105	Submit drafted/adapted policies for approval		
	<b>Supporting Evidence</b>	Date	Signature
SE0101	Copies of the draft or adapted quality assurance policies signed and dated by the learner and the supervisor		
WM-04- WE02	Design and develop assessment, moderation and Recognition of Prior Learning Tools		
	<b>Scope Work Experience</b>	Date	Signature
WA0201	Obtain work instructions and guidelines		
WA0202	Analyse and interpret the set guidelines		
WA0203	Determine baseline quality criteria for assessment and moderations		
WA0204	Analyse and determine baseline quality criteria for RPL		
WA0205	Submit draft quality criteria for assessment, moderation and RPL for approval		
	<b>Supporting Evidence</b>	Date	Signature
SE0201	A copy of draft quality criteria for assessment, moderation and RPL signed and dated by the learner and the supervisor		

WM-04- WE03	Design and develop assessment, internal and external moderation instruments		
	<b>Scope Work Experience</b>	Date	Signature
WA0301	Obtain and analyse tools for assessment, internal and external moderation		
WA0302	Review and prepare tools for consideration by the supervisor		
WA0303	Submit tools for approval		
WA0304	Revise and re-submit for approval, if applicable		
	<b>Supporting Evidence</b>	Date	Signature
SE0301	A copy of the signed-off assessment, internal and external moderation including RPL tools of and dated by the learner and the supervisor		

	<b>Contextualised Workplace Knowledge</b>	Date	Signature
1	Checklists, forms and other relevant documentation		
2	Organisational policies and procedures		
3	Company-specific quality system requirements		

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

**5. 242401-003-00-WM-05, Internal and external moderation and/or verification processes, NQF Level 6, 20**

**Credits**

WM-05- WE01	Plan and conduct internal moderation		
	<b>Scope Work Experience</b>	Date	Signature
WA0101	Identify and confirm the key stakeholders in moderation		
WA0102	Plan, prepare and submit a moderation plan for approval		
WA0103	Conduct moderation or 'mock' moderation of assessments		
WA0104	Submit moderated assessments for further guidance or recommendations		
WA0105	Provide constructive feedback to the Assessor (s) timely		
WA0106	Compile moderation report		
	<b>Supporting Evidence</b>	Date	Signature
SE0101	Proof of feedback to the Assessor(s) signed and dated by the learner		
SE0102	A copy of Moderation Report on assessments plus the feedback from Assessor signed and dated by the learner and the supervisor		
WM-05- WE02	Plan and prepare external moderation or verification of assessments		
	<b>Scope Work Experience</b>	Date	Signature
WA0201	Identify and confirm the key stakeholders in moderations		
WA0202	Plan, prepare and submit a moderation plan for approval		
WA0203	Arrange a 'mock' external moderation or verification visit		
WA0204	Submit an analysis and recommendation in respect of an external moderation report to the		

	supervisor for approval		
WA0205	Revise and re-submit the external moderation report for approval, if applicable		
	<b>Supporting Evidence</b>	Date	Signature
SE0201	A copy of Moderation Report on assessments plus the feedback from Assessor signed and dated by the learner and the supervisor		
SE0202	Proof of feedback to the Assessor(s) signed and dated by the learner		

	<b>Contextualised Workplace Knowledge</b>	Date	Signature
1	Checklists, forms and other relevant documentation		
2	Organisational policies and procedures		
3	Company-specific quality system requirements		

	<b>Additional Assignments to be Assessed Externally</b>	Date	Signature
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## 6. 242401-003-00-WM-06, Recognition of Prior Learning (RPL) processes, NQF Level 7, 20

### Credits

WM-06- WE01	Guide and advice on RPL		
	<b>Scope Work Experience</b>	Date	Signature
WA0101	Obtain and confirm RPL related documentation		
WA0102	Analyse and identify relevant stakeholders		
WA0103	Plan and prepare for RPL guidance activity		
WA0104	Submit RPL plan to the supervisor to be signed-off		
WA0105	Conduct RPL candidate profiling		
WA0106	Conduct RPL session with the candidate		
WA0107	Analyse and advise on evidence requirements		
WA0108	Assess and validate evidence collected		
WA0109	Submit RPL guidance and recommendations for the candidate to the supervisor to be signed-off		
WA0110	Provide guidance to RPL candidate		
WA0111	Set timelines for evidence submission		
WA0112	Coach and support the RPL candidate		
	<b>Supporting Evidence</b>	Date	Signature
SE0101	A copy of RPL Advisory Process Report signed and dated by the learner and the supervisor		
WM-06- WE02	Promote RPL practices		
	<b>Scope Work Experience</b>	Date	Signature
WA0201	Identify and confirm the need for advocacy		

WA0202	Plan and prepare for advocacy		
WA0203	Develop content for advocacy		
WA0204	Submit an advocacy plan for approval by the supervisor		
WA0205	Arrange and facilitate an advocate event of 'mock advocacy event for RPL		
WA0206	Determine the efficacy and effectiveness the event		
WA0207	Compile an Advocacy Report with recommendations		
	<b>Supporting Evidence</b>	Date	Signature
SE0201	A copy of advocacy of advocacy plan signed and dated by the learner and the supervisor		
SE0202	A copy of advocacy materials signed and dated by the learner and the supervisor		
SE0203	A copy of Advocacy Report with recommendations signed and dated by the learner and the supervisor		

	<b>Contextualised Workplace Knowledge</b>	Date	Signature
1	Checklists, forms and other relevant documentation		
2	Organisational policies and procedures		
3	Company-specific quality system requirements		

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