

SKILLS PROGRAMME DOCUMENT



Skills Programme Title		Work Based Learning and Development Practitioner			
NQF Level	5	Credits	30	Duration in days	38
Skills Programme ID		SP-220322			
Skills Programme Status	Approved	Start Date		End Date	
		02/03/2022		02/03/2027	
Last date for enrolment	02/03/2028	Last date for achievement		02/03/2031	

SKILLS PROGRAMME DETAILS

1.	Title	Work Based Learning and Development Practitioner
2.	Sub Title	OFO Code 242401 - Training and Development Professional (Training and Development Practitioner)
3.	NQF Level	NQF Level 5
4.	Duration	38 days
5.	Credits	30
6.	Quality Assuring Body	Quality Council for Trades and Occupations (QCTO)
7.	Skills Programme Rationale	<p>This skills programme recognises the need for qualified practitioners that are competent in planning and facilitating work-based learning interventions. Within the scope of human development there is justifiable space for Work Based Learning and Development Practice, because of the nature of the context within the South African environment which favours skills development on the BEE score card. Companies stand to gain incentives and favourable tax gains because of the extent to which a company invests in its workers and works towards the improvement of their skills and competencies. Work Based Learning and Development Practitioners can assist in this process.</p> <p>Employers may participate in a grant disbursement scheme which encourages workplace learning, this is better coordinated by a qualified Work Based Learning and Development Practitioner to maximise on the opportunity and build human capacity for economic advancement.</p> <p>There is no similar skills programme registered on the NQF.</p> <p>Qualified Practitioners will be able to support workplaces and learners with the implementation of work experience components of learnerships, internships and apprenticeships and support organisational growth and career development in general. Society will benefit because existing employees and incoming new employees will be supported to reach potential, grow and develop for the retention of skills and growth of the economy.</p> <p>Typical learners include post school learners and college graduates on NQF Level 4 or equivalent with an interest in human development.</p>
8.	Related registered qualification/s	This skills programme has been derived from SAQA ID 101321, Occupational Certificate: Training and Development Practitioner, NQF Level 05, 190 Credits
9.	Purpose	A Work Based Learning and Development Practitioner plans for, conducts and administers work-based learning interventions.

10.	Content	<p><u>Knowledge component</u></p> <ol style="list-style-type: none"> 1. 242401001-KM-04, Facilitation of learning in an occupational context, NQF Level 5, Credits 8 2. 242401001-KM-07, Work based learning, NQF Level 5, Credits 6 <p>Total Credits: 14</p>	<p><u>Application component</u></p> <ol style="list-style-type: none"> 1. 242401001-PM-05, Facilitate experiential work-based learning, NQF Level 5, Credits 8 2. 3. 242401001-WM-05, Facilitate a work-based learning and development process, NQF Level 5, Credits 8 <p>Total Credits: 16</p>
11.	Minimum entry requirements	NQF Level 4 with Communication	
12.	Exit Level Outcomes (ELO) and Associated Assessment Criteria (AAC)	<p>(a) <u>Exit Level Outcome (ELO):</u></p> <ol style="list-style-type: none"> 4. Facilitate learning in an occupational context utilising adult learning principles and techniques. 5. Plan, implement and evaluate work-based learning interventions in an occupational context. <p>(b) <u>Associated Assessment Criteria (AAC):</u></p> <p><i>Associated Assessment Criteria for Exit Level Outcome 4:</i></p> <ul style="list-style-type: none"> ○ Planning of resources and logistics is conducive for efficient and effective learning. ○ Preparations for the facilitation of learning is aligned to adult learning principles and techniques. ○ Barriers to learning are dealt with, in the delivery of the learning intervention. ○ Past experience and prior learning is recognised during the delivery of the learning intervention. ○ Guidance and support of learners enables them to define outcomes, clarify issues, manage expectations and identify learning paths and opportunities. ○ The facilitation plan and process are adapted to meet contextual and learning dynamics. ○ Active learning is facilitated according to contexts and learning styles, by drawing on appropriate learning methodologies. ○ Facilitation is conducted in an organised manner that ensures the physical and psycho-social safety of the learners. ○ Learner progress and effectiveness of the intervention is measured continuously and feedback is provided. ○ The dynamics of the learner group are managed in accordance with contextual requirements. ○ Stakeholder feedback is reflected upon and is used to inform areas of continuous personal development and improvement. ○ Ethical and professional practice is displayed when organisational procedures are followed. <p><i>Associated Assessment Criteria for Exit Level Outcome 5:</i></p>	

		<ul style="list-style-type: none"> ○ Work based learning opportunities in work processes, are identified and aligned with learning outcomes required from the learners (including, but not limited to interns, students, mentees, coaches, employees, and apprentices). ○ Work based learning is integrated with work processes through collaboration with stakeholders, to ensure minimal disruption. ○ Learning is formulated as specific learning activities and associated targets and standards through a facilitated, collaborative process. ○ Learner performance is evaluated and decisions on further development are made in accordance with evaluation reports. ○ Learning evidence collection methods, tools and instruments are selected to meet contextual requirements. ○ Documentation and records are completed and maintained in accordance with quality management system requirements. ○ Interactive coaching sessions are structured, the delivery monitored and feedback evaluated. ○ Planning of resources and logistics is conducive to efficient and effective learning. ○ Facilitation of learning is aligned to adult learning principles and techniques. ○ Barriers to learning are dealt with, in the delivery of the learning intervention.
13.	<p>Continuous Assessment & Final Supervised Assessment (FISA)</p>	<p><u>Continuous Assessment</u> Written & Practical Test covering one or more knowledge and application topics where applicable.</p> <p>Continuous assessment will be conducted in the form of exercises, tasks, assignment and reports/presentations.</p> <p>A PoE may be used for continuous assessment.</p> <p><u>Final Supervised Assessment (FISA)</u> All learners gain entrance to the Final Integrated Supervised Assessment by successfully completing ALL modules/topics</p> <p>Format of FISA: A practical assessment integrating the relevant Exit Level outcomes, and verbal assessment of embedded knowledge by the assessor before, during or after the FISA.</p> <p>All FISAs must be supervised, and virtual FISAs must be recorded throughout the assessment.</p> <p>All Exit Level Outcomes must be covered in the final Supervised Assessment.</p> <p>The FISA may not contain any assessments used in the "Continuous Assessment" process (thus no re-assessment).</p> <p>Special considerations should be made for candidates with special learning needs.</p> <p>Standards for final practical tasks (FISA):</p> <p>The learner should be provided with a brief/job card/task to demonstrate what the learner should show, know or produce in a product, relevant to</p>

the Exit Level Outcomes. This is the section where the learner must show ***applied competency (what the learner must be able to do, and to what expected standard)***

FISA INSTRUMENT (Developed, Moderated and conducted by the SDP):

- Provide the candidates with a brief/case scenario, containing details of a small group of learners within a certain context; some with barriers, others not. From the brief/scenario provided, Candidates will be expected to submit a Plan. In the Plan candidates have to draw up, they must identify work-based opportunities and align these with learning outcomes required from the learners, and plan the logistics and resources required. Candidates must also be informed to create certain specific learning activities that should be formulated in the plan with associated targets and standards, as well as the selected method to be used for collecting evidence to meet contextual requirements. The plan must be submitted

EVIDENCE REQUIRED BY EACH LEARNER:

The practical task(s) shall require the learner to produce:

- The Plan to facilitate the work-based learning intervention must be submitted before the mock facilitation of the work-based learning intervention.
- Must conduct and administer a mock work-based learning intervention.

Whilst conducting the above, strategic, well-timed questions should be asked of the learner to assess embedded knowledge gained during the skills programme, as well as critical thinking and problem-solving skills: for e.g.

- "Why.....?"
- "What would happen if ...?"
- "When is done, what would the result be?"
- "How would you deal with?"
- Etc.

The marking rubric/compliance checklist used to assess these competencies must include a section for the assessor/facilitator used in this session to make a note of competencies shown, (or not shown), as well as the questions that were asked, and a summary of the learner's answers, and state whether these are of the acceptable standard or not.

The marking rubric/compliance checklist compiled should contain specific areas marked with an asterisk (*) as compulsory sections in order for the learner to be declared C (Competent). Compulsory sections are when the safety of the candidate or others would be affected if incorrectly completed.

		Learners who complete this skills programme will accumulate credits towards the relevant full or part qualification. The Credit Accumulation and Transfer (CAT) Policy may apply to these learners.
14.	Recognition of Prior Learning	<ul style="list-style-type: none"> • Learners may gain access to the skills programme through RPL for Access as provided for in the QCTO RPL Policy. RPL for access is conducted by an accredited institution, skills development provider or workplace accredited to offer that specific skills programme. • Learners who have already acquired competencies of modules/topics of a skills programme may be exempted from those through RPL. Such learners will be awarded credits towards the skills programme. Gap training to be completed as identified in this process. • Learners who complete this skills programme may accumulate credits towards the relevant full or part qualification.
15.	Work Opportunities/further learning	<p>A learner who successfully completes this skills programme has an opportunity for further learning with the following as options:</p> <p>Occupational Qualification: SAQA Qualification ID:101321, Occupational Certificate: Training and Development Practitioner, NQF Level 05, 190 credits.</p> <p>Skills Programmes: Learning and Development Facilitator, NQF Level 5, Credits 36</p> <p>Assessment Practitioner, NQF Level 5, Credits 20</p> <p>Skills Development Practitioner, NQF Level 5, Credits 40</p>
16.	Skills Development Provider Accreditation Requirements	<p><i>Physical Requirements:</i></p> <ul style="list-style-type: none"> • Learning and development resources aligned to the scope and content of the module • Learner assessment resources (database, tools, records) <p><i>Human Resource Requirements:</i></p> <ul style="list-style-type: none"> • Access to facilitators of learning with subject matter expertise as evident from professional designations, or experiential competence or prior qualifications • Access to assessment expertise in terms of subject matter related prior learning, experience and credibility <p><i>Legal Requirements:</i></p>

		<ul style="list-style-type: none">• Access to facilities that comply with occupational health and safety standards where contact learning or assessment sessions are delivered
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