



Curriculum Document				
Curriculum Code	Curriculum Title			
242402000	National Occupational Qualification: Occupational Trainer			
Development Quality Partner	Name	E-mail	Phone	Logo
	merSETA	SMgidi@merseta.org.za	010 219 3000	

# TABLE OF CONTENTS

<b>SECTION 1: CURRICULUM OVERVIEW.....</b>	<b>6</b>
<b>1 Occupational Information.....</b>	<b>6</b>
1.1 Associated Occupation .....	6
1.2 Occupation or Specialisation Addressed by this Curriculum.....	6
1.3 Alternative Titles used by Industry .....	6
<b>2 Curriculum Information .....</b>	<b>6</b>
2.1 Relation of this Curriculum to the Occupation and Qualification Progression .....	6
2.2 Curriculum Structure .....	6
2.3 International Comparability .....	7
2.4 Entry Requirements .....	9
<b>3 Assessment Quality Partner Information .....</b>	<b>9</b>
<b>4 Modules of Employable Skills (MES) .....</b>	<b>10</b>
<b>SECTION 2: OCCUPATIONAL PROFILE .....</b>	<b>11</b>
<b>1 Occupational Purpose .....</b>	<b>11</b>
<b>2 Occupational Tasks .....</b>	<b>11</b>
<b>3 Occupational Task Details.....</b>	<b>11</b>
3.1 Establishing the profile, special needs and barriers to learning of learners within the specified requirements of the training programme (NQF Level 4) .....	11
3.2 Preparing, adapting and aligning learning materials and resources for a training intervention in the workplace (NQF Level 4) .....	11
3.3 Delivering training, evaluating and reporting on a learning intervention in the workplace (NQF Level 4) .....	11
3.4 Conducting assessment to make and support informed judgements of standards achieved in the workplace (NQF Level 4).....	<b>Error! Bookmark not defined.</b>
<b>SECTION 3: CURRICULUM COMPONENT SPECIFICATIONS .....</b>	<b>13</b>
<b>SECTION 3A: KNOWLEDGE SUBJECT SPECIFICATIONS.....</b>	<b>12</b>
<b>1 242402000-KM-01: Introduction to occupational training NQF Level 4 (4).....</b>	<b>14</b>
1.1 Related Knowledge Subject Code and Title .....	14
1.2 Purpose of the Knowledge Subject .....	14
1.3 Guidelines for Topics .....	14
1.4 Provider Accreditation Requirements for the Module .....	15
1.5 Critical Topics to be Assessed Externally for the Knowledge Subject .....	16
1.6 Exemptions.....	16
<b>2 242402000-KM-02: Learning theories, concepts and principles NQF Level 4 (12)</b> .....	<b>17</b> <b>17</b>
2.1 Related Knowledge Subject Code and Title .....	17
2.2 Purpose of the Knowledge Subject .....	17

2.3	Guidelines for Topics .....	17
2.4	Provider Accreditation Requirements for the Module .....	19
2.5	Critical Topics to be Assessed Externally for the Knowledge Subject .....	20
2.6	Exemptions .....	20
<b>3</b>	<b>242402000-KM-03: Training needs concepts NQF Level 4 (4) .....</b>	<b>21</b>
3.1	Related Knowledge Subject Code and Title .....	21
3.2	Purpose of the Knowledge Subject .....	21
3.3	Guidelines for Topics .....	21
3.4	Provider Accreditation Requirements for the Module .....	22
3.5	Critical Topics to be Assessed Externally for the Knowledge Subject .....	23
3.6	Exemptions .....	23
<b>4</b>	<b>242402000-KM-04: Training methods, techniques and resources NQF Level 4 (10) .....</b>	<b>24</b>
4.1	Related Knowledge Subject Code and Title .....	24
4.2	Purpose of the Knowledge Subject .....	24
4.3	Guidelines for Topics .....	24
4.4	Provider Accreditation Requirements for the Module .....	25
4.5	Critical Topics to be Assessed Externally for the Knowledge Subject .....	26
4.6	Exemptions .....	26
<b>5</b>	<b>242402000-KM-05: Training delivery NQF Level 4 (10) .....</b>	<b>27</b>
5.1	Related Knowledge Subject Code and Title .....	27
5.2	Purpose of the Knowledge Subject .....	27
5.3	Guidelines for Topics .....	27
5.4	Provider Accreditation Requirements for the Module .....	29
5.5	Critical Topics to be Assessed Externally for the Knowledge Subject .....	30
5.6	Exemptions .....	30
<b>6</b>	<b>242402000-KM-06: Workplace Assessment NQF Level 4 (8) .....</b>	<b>31</b>
6.1	Related Knowledge Subject Code and Title .....	31
6.2	Purpose of the Knowledge Subject .....	31
6.3	Guidelines for Topics .....	31
6.4	Provider Accreditation Requirements for the Module .....	33
6.5	Critical Topics to be Assessed Externally for the Knowledge Subject .....	33
6.6	Exemptions .....	33
<b>SECTION 3B: PRACTICAL SKILL MODULE SPECIFICATIONS.....</b>		<b>34</b>
<b>1</b>	<b>242402000-PM-01: Align learning intervention to the needs of participating learners NQF Level 4 (8) .....</b>	<b>35</b>
1.1	Purpose of the Practical Skill Module .....	35
1.2	Guidelines for Practical Skills .....	35

1.3	Provider Accreditation Requirements for the Module .....	37
1.4	Critical Topics to be Assessed Externally for the Knowledge Subject .....	38
1.5	Exemptions .....	38
<b>2</b>	<b>242402000-PM-02: Evaluate available learning resources and aids, and adapt for specified training scenarios NQF Level 4 (8).....</b>	<b>39</b>
2.1	Purpose of the Practical Skill Module .....	39
2.2	Guidelines for Practical Skills .....	39
2.3	Provider Accreditation Requirements for the Module .....	40
2.4	Critical Topics to be Assessed Externally for the Knowledge Subject .....	40
2.5	Exemptions .....	41
<b>3</b>	<b>242402000-PM-03: Plan, conduct, evaluate and report on learning interventions NQF Level 4 (12).....</b>	<b>42</b>
3.1	Purpose of the Practical Skill Module .....	42
3.2	Guidelines for Practical Skills .....	42
3.3	Provider Accreditation Requirements for the Module .....	44
3.4	Critical Topics to be Assessed Externally for the Knowledge Subject .....	44
3.5	Exemptions .....	44
<b>4</b>	<b>242402000-PM-04: Plan, prepare, conduct and record workplace assessments NQF Level 4 (8).....</b>	<b>45</b>
4.1	Purpose of the Practical Skill Module .....	45
4.2	Guidelines for Practical Skills .....	45
4.3	Provider Accreditation Requirements for the Module .....	47
4.4	Critical Topics to be Assessed Externally for the Knowledge Subject .....	47
4.5	Exemptions .....	47
<b>SECTION 3C: WORK EXPERIENCE MODULE SPECIFICATIONS.....</b>		<b>48</b>
<b>1</b>	<b>242402000-WM-01: Learner training needs establishment processes NQF Level 4 (8) .....</b>	<b>49</b>
1.1	Purpose of the Work Experience Module .....	49
1.2	Guidelines for Work Experiences .....	49
1.3	Contextualised Workplace Knowledge .....	50
1.4	Criteria for Workplace Approval .....	50
1.5	Additional Assignments to be Assessed Externally .....	50
<b>2</b>	<b>242402000-WM-02: Pre-programme delivery planning and scheduling processes NQF Level 4 (8).....</b>	<b>51</b>
2.1	Purpose of the Work Experience Module .....	51
2.2	Guidelines for Work Experiences .....	51
2.3	Contextualised Workplace Knowledge .....	53
2.4	Criteria for Workplace Approval .....	53
2.5	Additional Assignments to be Assessed Externally .....	53

<b>3</b>	<b>242402000-WM-03: Workplace learning intervention delivery, evaluation and reporting processes NQF Level 4 (12)</b> .....	<b>54</b>
3.1	Purpose of the Work Experience Module .....	54
3.2	Guidelines for Work Experiences .....	54
3.3	Contextualised Workplace Knowledge .....	55
3.4	Criteria for Workplace Approval .....	55
3.5	Additional Assignments to be Assessed Externally .....	56
<b>4</b>	<b>242402000-WM-04: Workplace assessment and administration processes NQF Level 4 (12)</b> .....	<b>57</b>
4.1	Purpose of the Work Experience Module .....	57
4.2	Guidelines for Work Experiences .....	57
4.3	Contextualised Workplace Knowledge .....	59
4.4	Criteria for Workplace Approval .....	59
4.5	Additional Assignments to be Assessed Externally .....	59

## SECTION 1: CURRICULUM SUMMARY

### 1 Occupational Information

#### 1.1 Associated Occupation

242402: Occupational Instructor/Trainer

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

242402000: Occupational Trainer

#### 1.3 Alternative Titles used by Industry

- Technical Trainer
- Engineering Trainer
- Workplace Instructor

### 2 Curriculum Information

#### 2.1 Relation of this Curriculum to the Occupation and Qualification Progression

The Occupational Trainer is a qualified technical or occupational expert who is equipped with the ability to deliver training in their specific field of expertise. This NQF Level 4 qualification is aimed at potential or existing trainers who are responsible for delivering occupational learning programmes to trainees in the workplace.

The main aims of the training programmes linked to this qualification are to:

- Build and maintain the quality of provision of workplace training, given the important role it has to play more broadly within occupational training.
- In doing so raise the status of those who facilitate learning in an industry or trade context.
- Begin a process for the on-going professional development of occupational education and training practitioners.

The learner will be able to progress to higher level occupational qualifications such as Assessment Practitioner and Training and Development Professional.

#### 2.2 Curriculum Structure

Knowledge Subjects			
Number	Title	NQF Level	Credits
242402000-KM-01	Introduction to occupational training	4	4
242402000-KM-02	Learning theories, concepts and principles	4	12
242402000-KM-03	Training needs concepts	4	4
242402000-KM-04	Training methods, techniques and resources	4	10
242402000-KM-05	Training delivery	4	10
242402000-KM-06	Evaluation of competence	4	8

Total Knowledge Credits			48		
Practical Skill Modules					
Number	Title	NQF Level	Credits		
242402000-PM-01	Align learning intervention to the needs of participating learners	4	8		
242402000-PM-02	Evaluate available learning resources and aids, and adapt for specified training scenarios	4	8		
242402000-PM-03	Plan, conduct, evaluate and report on learning interventions	4	12		
242402000-PM-04	Use given assessment instruments to conduct and record competence evaluations	4	8		
Total Practical Skill Credits			36		
Work Experience Modules					
Number	Title	NQF Level	Credits		
242402000-WM-01	Learner training needs establishment processes	4	8		
242402000-WM-02	Pre-programme delivery planning and scheduling processes	4	8		
242402000-WM-03	Workplace learning intervention delivery, evaluation and reporting processes	4	12		
242402000-WM-04	Learner competence evaluation and workplace evaluation administration processes	4	12		
Total Work Experience Credits			40		
Total Qualification Credits			124		
<b>Knowledge Percentage</b>	39%	<b>Practical Skills Percentage</b>	29%	<b>Workplace Percentage</b>	32%

### 2.3 International Comparability

Certification systems for vocational qualifications are not static structures but reflect the complex history of the development of technical vocational education and training (TVET) in each country. They also respond to current economic and technological needs and trends.

While it appears possible to make generalised comparisons on occupational qualifications in several countries or progression routes to qualified occupational trainer status, it is quite a different matter to base the comparison on what is being taught, how the teaching is taking place and how the students are being assessed. Largely, this difficulty is driven by disparities in the transformation taking place in the advanced industrial countries and its consequences on employment and work patterns, technology and production processes, and subsequently training needs.

Nonetheless, it is quite apparent that pioneer nations such as Germany and Australia amongst others, have developed teacher training systems that have become widely accepted benchmarks. On the other hand it is quite erroneous – but possible – to compare these systems to the hereby proposed Occupational Trainer curriculum; mainly because the function of the occupational trainer often does not have any equivalent in qualification regulatory framework of these countries. It is normally a function carried out by a qualified and extensively experienced employee on a voluntary basis or as appointed by the employer. Often, national frameworks only refer to guidelines that govern workplace trainer

educational requirements and follow the conventional adult educator routes and not a specialised curriculum in workplace-based and technical education.

When researching the occupational trainer pathway and role, international frameworks point to courses with similar outcomes as the occupational trainer qualification but not necessarily same target group. Furthermore, due to the common distinctions drawn between Initial Vocational Education and Training (IVET), and Continuing Vocational Education and Training (CVET) in dual-systems prevalent in most nations, no generalised training frameworks and qualifications exist for occupational trainers. IVET – as institutionally based practical workplace preparation system – as opposed to CVET, which is work based, has a more pronounced teacher qualification framework and is the ambit of professional teacher training institutions. On the contrary, occupational trainers fall in the CVET category which has a less regulated framework which feeds off the general teacher-training requirements outlined for IVET practitioners. It is against this backdrop that, an international comparison of occupational trainer qualification has to be placed within the general educator-facilitator scope.

It is quite clear that for a long time no formal occupational trainer qualification has existed besides the recent case of the *Berufspädagoge*; developed in Germany and piloted within Europe as part of the European Qualifications Framework. The certificate follows the generic trainer aptitude which anyone interested in training and education can access as certified by the AEVO. The Workplace Tutor certificate – varying in equivalence based on national contexts – is focused on equipping in-house training staff with skills required to accompany trainees and colleagues successfully in their learning processes. It therefore goes without saying that South Africa is amongst pioneers in the formal occupational trainer qualification environment, with this proposed curriculum.

In the strict sense, this Occupation Trainer curriculum could be seen as aligned to the German/European qualification whilst also comparable to the general VET trainer curriculum elsewhere. It is against this backdrop and the availability of detailed records that the German Workplace Tutor certificate and the Australian Certificate IV in Training and Assessment were chosen for comparison. The Australian Certificate IV Training and Assessment is a generic qualification geared at entry level practitioners in training, training management, facilitation and assessment within the Training and Further Education system in Australia; particularly focused on VET.

### Comparison Matrix

	South Africa	Germany	Australia
<b>Title of Main Award(s)</b>	<b>National Occupational Certificate: Occupational Trainer</b>	<b>Berufspädagogin/European Workplace Tutor Certificate</b>	<b>Certificate IV in Training &amp; Assessment</b>
<b>Pre requisites</b>	A person with technical or occupational expertise who will act as a trainer of persons in the same field	Vocational training and 5years exp./Academic certificate and 2years experience	None
<b>Do national professional standards apply?</b>	No	Yes	No
<b>Are these standards mandatory, recommended or optional?</b>	Optional	Mandatory	Mandatory for registration
<b>What is the level of the qualification?</b>	NQF Level 4	EQF Level 5	AQF Level 4
<b>What is the broad comparison in notional</b>	128 credits	80 credits	26,5 credits



<b>hours/credit values?</b>			
<b>Qualification Assessment</b>	Integrated external summative assessment	Integrated approach Design Learning Programmes, Deliver (individual, workplace, and group) Training, and participate in assessment activities. E-learning delivery	

<b>Content or focus</b>			
	<b>South Africa</b>	<b>Germany</b>	<b>Australia</b>
<b>Qualification Outcomes or Core Focus</b>	Establish the profile, special needs and barriers to learning of learners within the specified requirements of the training programme Prepare, adapt and align learning materials and resources for a training intervention in the workplace Deliver training, evaluate and report on a learning intervention in the workplace Conduct assessment to make and support informed judgements of standards achieved in the workplace	Analysing and assessing needs and potential of the individual & organisation Design of learning processes Learning support, media selection and use Learning and development consultancy Planning the tutoring  The focus is on plan, deliver and evaluate training, to guide learning processes at the workplace, to assess individual and organisational training requirements	Plan assessment activities and processes Assess competence Participate in assessment validation Plan, organise and deliver group-based learning Plan, organise and facilitate learning in the workplace Design and develop learning programs Use training packages and accredited courses to meet client needs
<b>Electives and imported units</b>	None	None	Yes
<b>RPL</b>	Yes	Yes	No
<b>Learning progression route</b>	Training and Development Practitioner Assessment Practitioner	Certified trainer in initial and continuing VET	Diploma of Training and Assessment

## Conclusion

The scope and content of the South African qualification for an Occupational Trainer compares well with international benchmarks. The structure of the qualification is specific to the South African context and the requirements of the Quality Council for Trades and Occupations.

## 2.4 Entry Requirements

A person at NQF level 3 or 4 with technical or occupational expertise who will act as a trainer of persons in the same field.

## 3 Assessment Quality Partner Information

Name of body: SABPP

Address of body: Rossouw Attorneys Building, 8 Sherborne Rd, Parktown

Contact person name: Mr Marius Meyer

Contact person work telephone number: (011) 482 8595

#### **4 Modules of Employable Skills (MES)**

None specified

## SECTION 2: OCCUPATIONAL PROFILE

### 1 Occupational Purpose

An Occupational Trainer, plans, prepares for, coordinates, implements and evaluates learning programmes to achieve occupational trainee competence.

### 2 Occupational Tasks

1. Establishing the needs of learners within the specified requirements of the training programme (NQF Level 4)
2. Preparing, adapting and aligning learning materials and resources for a training intervention in the workplace (NQF Level 4)
3. Delivering training, evaluating and reporting on a learning intervention in the workplace (NQF Level 4)
4. Gathering evidence and making assessment decisions using given assessment tools (NQF Level 4)

### 3 Occupational Task Details

#### 3.1 Establishing the profile, special needs and barriers to learning of learners within the specified requirements of the training programme (NQF Level 4)

***Unique Product or Service:***

Learner needs are defined

***Occupational Responsibilities:***

- i) Establish the profile and special needs of participating learners

***Occupational Contexts:***

- i) Learner needs establishment processes

#### 3.2 Preparing, adapting and aligning learning materials and resources for a training intervention in the workplace (NQF Level 4)

***Unique Product or Service:***

Learning materials and resources are available

***Occupational Responsibilities:***

- i) Evaluate available learning resources and aids, adapt for specified training scenarios

***Occupational Contexts:***

- i) Pre-programme delivery preparation, planning and scheduling processes

#### 3.3 Delivering training, evaluating and reporting on a learning intervention in the workplace (NQF Level 4)

***Unique Product or Service:***

Learning interventions are delivered, evaluated and reported

***Occupational Responsibilities:***

- i) Prepare and present a learning intervention as a practical simulation to an audience.

***Occupational Contexts:***

- i) Workplace learning intervention delivery, evaluation and reporting processes

**3.4 Gathering evidence and making assessment decisions using given assessment tools (NQF Level 4)**

***Unique Product or Service:***

Evaluations of competence are conducted and results recorded

***Occupational Responsibilities:***

- i) Use given assessment instruments to conduct and record competence evaluations

***Occupational Contexts:***

- i) Evaluation of competence and administration processes

## SECTION 3: CURRICULUM COMPONENT SPECIFICATIONS

### SECTION 3A: KNOWLEDGE SUBJECT SPECIFICATIONS

#### List of Knowledge Subjects for which Specifications are included

	Number	Title	NQF Level	Credits
1	242402000-KM-01	Introduction to occupational training	4	4
2	242402000-KM-02	Learning theories, concepts and principles	4	12
3	242402000-KM-03	Training needs concepts	4	4
4	242402000-KM-04	Training methods, techniques and resources	4	10
5	242402000-KM-05	Training delivery	4	10
6	242402000-KM-06	Evaluation of competence	4	8

## **1 242402000-KM-01: Introduction to occupational training NQF Level 4 (4)**

### **1.1 Related Knowledge Subject Code and Title**

None

### **1.2 Purpose of the Knowledge Subject**

The main focus of the learning in this knowledge subject is to introduce the learner to the occupational training environment in South Africa.

The learning will enable learners to demonstrate an understanding of:

KM-01-KT01: The structure and purpose of the National Qualifications Framework (40%)

KM-01-KT02 The Quality Council for Trades and Occupations (40%)

KM-01-KT03 The Occupational Trainer (20%)

### **1.3 Guidelines for Topics**

#### **1.3.1 KM-01-KT01: The structure and purpose of the National Qualifications Framework (40%)**

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

ST0101 The intent of the NQF as a transformative vehicle

ST0102 Structures responsible for the implementation of the NQF

ST0103 NQF Level descriptors

ST0104 Quality assurance principles and standards

<b>Internal Assessment Criteria</b>	
1	Explain the intent of the NQF as a transformative vehicle by describing the history, rationale, objectives, principles and aims of the NQF
2	Demonstrate understanding of the structures responsible for the implementation of the NQF
3	Explain the purpose and application of the NQF level descriptors
4	Demonstrate an understanding of quality assurance principles and standards

#### **1.3.2 KM-01-KT02: The Quality Council for Trades and Occupations (40%)**

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

ST0201 Legislative background

ST0202 The responsibilities of the QCTO

ST0203 Partners in quality assurance

ST0204 The occupational and trade curriculum

Internal Assessment Criteria	
1	Demonstrate understanding of the legislative background to the QCTO
2	List and explain the responsibilities of the QCTO
3	Explain the term "partners in quality assurance" in terms of the QCTO
4	Demonstrate understanding of the occupational and trade curriculum

### 1.3.3 KM-01-KT03: The Occupational Trainer (20%)

**Topic elements to be covered include:**

- ST0301        The occupational profile of an Occupational Trainer
- ST0302        Career opportunities
- ST0303        Promoting "green" initiatives
- ST0304        Personal development and learning concepts

Internal Assessment Criteria	
1	Discuss the occupational profile of an Occupational Trainer and possible career opportunities and how this ties in with the Occupational Trainer's personal development
2	Demonstrate understanding of the role played by the Occupational Trainer to promote "green" initiatives

### 1.4 Provider Accreditation Requirements for the Module

**Physical Requirements:**

- Learning resources approved by the QCTO
- Assessment documentation, instruments and standards approved by the QCTO

**Human Resource Requirements:**

- Facilitators of learning approved by the QCTO
- Assessors approved by the QCTO
- The capacity to conduct internal quality assurance by employed staff or contracted experts
- Assessments will be conducted by a person who meets the following requirements:
  - Has acted as an occupational trainer in the same or a similar field as the learner for at least 3 years
  - Gained at least 3 years' experience in assessment practice

**Legal Requirements:**

- As dictated by the Occupational Health, Safety and Environmental Control statutes

## **1.5 Critical Topics to be Assessed Externally for the Knowledge Subject**

None specified

## **1.6 Exemptions**

None specified



## **2 242402000-KM-02: Learning theories, concepts and principles NQF Level 4 (12)**

### **2.1 Related Knowledge Subject Code and Title**

None

### **2.2 Purpose of the Knowledge Subject**

The main focus of the learning in this knowledge subject is the disciplinary or conceptual knowledge (theoretical knowledge) related to learning theory, concepts and principles. This must form a knowledge base in terms of theory that will support later practice or skills and competencies. The aim is not to develop academic educators but to provide the occupational trainer with adequate understanding of theories and learning concepts applicable to a training intervention in the workplace.

The learning will enable learners to demonstrate an understanding of:

- KM-02-KT01 Adult learning theory and concepts (15%)
- KM-02-KT02 Interpersonal communication concepts (15%)
- KM-02-KT03 Group dynamics (20%)
- KM-02-KT04 Active learning models and principles (20%)
- KM-02-KT05 Quality assurance of the learning and training process (15%)
- KM-02-KT06 Special needs and barriers to learning (15%)

### **2.3 Guidelines for Topics**

#### **2.3.1 KM-02-KT01: Adult learning theory and concepts (15%)**

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

- ST0101 Principles of adult learning
- ST0102 Adult learning styles

	<b>Internal Assessment Criteria</b>
1	Demonstrate understanding of the application of adult learning theories and principles in occupational training.
2	List and explain adult learning styles

#### **2.3.2 KM-02-KT02: Interpersonal communication concepts (15%)**

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

- ST0201 Effective communication practices
- ST0202 Listening and confirming understanding
- ST0203 Cultural sensitivity and diversity

Internal Assessment Criteria	
1	Discuss the importance of effective communication practices in Occupational Training
2	Explain techniques that can be used to enhance interpersonal relations in an occupational learning context
3	Demonstrate an understanding of cultural sensitivity and diversity in South African society

### 2.3.3 KM-02-KT03: Group dynamics (20%)

**Topic elements to be covered include:**

- ST0301 Principles of group work
- ST0302 Group development
- ST0303 Setting up effective learning groups
- ST0304 Group leadership
- ST0305 Assertiveness and conflict resolution
- ST0306 Problem solving
- ST0307 Facilitating/managing difficult groups

Internal Assessment Criteria	
1	Demonstrate an understanding of the principles of group work
2	Explain the concept of group dynamics in the development of productive groups
3	Explain the importance of setting up effective learning groups
4	Demonstrate an understanding of assertiveness and conflict resolution in terms of group leadership
5	Explain how the principles of problem solving are applied to groupwork
6	Demonstrate an understanding of how to facilitate/manage difficult groups

### 2.3.4 KM-02-KT04: Active learning models and principles (20%)

**Topic elements to be covered include:**

- ST0401 Outcomes-based education and training
- ST0402 Work based learning, i.e. on-the-job training
- ST0403 Action orientated learning
- ST0404 Co-operative learning

Internal Assessment Criteria	
1	Demonstrate an understanding of Outcomes-based education and training and its importance in workplace training

2	Explain the basic principles of active learning models
---	--

### 2.3.5 KM-02-KT05: Quality assurance of the learning and training process (15%)

**Topic elements to be covered include:**

- ST0501 Training quality management systems (Key policies that determine quality training)
- ST0502 Continual improvement concepts (Quality spiral, Quality review)
- ST0503 Quality principles and concepts related to assessments
- ST0504 Moderation, Verification and Validation

Internal Assessment Criteria	
1	Describe training quality management systems and the role played in occupational training
2	Demonstrate an understanding of continual improvement concepts in terms of the quality assurance of the learning and training process
3	Discuss quality principles and concepts related to assessments
4	Demonstrate an understanding of Moderation, Verification and Validation in the Occupational training environment

### 2.3.6 KM-02-KT06: Special needs and barriers to learning (15%)

**Topic elements to be covered include:**

- ST0601 Principle of inclusivity
- ST0602 Special needs categories (physical and personal)
- ST0603 The support role of the facilitator
- ST0604 Approaches to Learner guidance, assistance and support

Internal Assessment Criteria	
1	Explain the principle of inclusivity in education and training
2	List and discuss the special needs categories
3	Demonstrate an understanding of the support role of the facilitator
4	Discuss the approaches to learner guidance, assistance and support

## 2.4 Provider Accreditation Requirements for the Module

**Physical Requirements:**

- Learning resources approved by the QCTO

- Assessment documentation, instruments and standards approved by the QCTO

***Human Resource Requirements:***

- Facilitators of learning approved by the QCTO
- Assessors approved by the QCTO
- The capacity to conduct internal quality assurance by employed staff or contracted experts
- Assessments will be conducted by a person who meets the following requirements:
  - Has acted as an occupational trainer in the same or a similar field as the learner for at least 3 years
  - Gained at least 3 years' experience in assessment practice

***Legal Requirements:***

- As dictated by the Occupational Health, Safety and Environmental Control statutes

**2.5 Critical Topics to be Assessed Externally for the Knowledge Subject**

None specified

**2.6 Exemptions**

None specified

### 3 242402000-KM-03: Training needs concepts NQF Level 4 (4)

#### 3.1 Related Knowledge Subject Code and Title

None

#### 3.2 Purpose of the Knowledge Subject

The main focus of the learning in this knowledge subject is the disciplinary or conceptual knowledge (including theory) related to the establishment of training needs aligned to workplace or learner needs. The knowledge must support the ability to use appropriate techniques and tools in order to satisfy a specific training need in the workplace. Occupational trainers require sufficient knowledge to select, apply and interpret the appropriate tools to identify individual or workplace training requirements.

The learning will enable learners to demonstrate an understanding of:

KM-03-KT01 Learner needs assessment (as related to learners participating in a training programme) (40%)

KM-03-KT02 Workplace training needs analysis (40%)

KM-03-KT03 National skills development priorities (20%)

#### 3.3 Guidelines for Topics

##### 3.3.1 KM-03-KT01: Learner needs assessment (as related to learners participating in a training programme) (40%)

*Topic elements to be covered include:*

ST0101 Needs analysis tools

ST0102 Sources of information

ST0103 Learner support strategies

ST0104 Principles of impartiality and objectivity

ST0105 Disclosure of information and confidentiality

Internal Assessment Criteria	
1	List and describe the needs analysis tools that may be utilised to conduct the learner needs assessment
2	Describe the sources of information that are available to the Occupational Trainer to determine learner needs
3	Explain the principles of impartiality and objectivity applicable to the learner needs assessment process
4	Demonstrate an understanding of disclosure of information and confidentiality as applicable to the learner needs assessment process

### 3.3.2 KM-03-KT02: Workplace training needs analysis (40%)

**Topic elements to be covered include:**

ST0201	Training needs in the context of the organisational Workplace Skills Plans
ST0202	Strategic training needs
ST0203	Market-related training needs
ST0204	Changes in technology

Internal Assessment Criteria	
1	Demonstrate an understanding of training needs in the context of the organisational Workplace Skills Plans
2	Demonstrate an understanding of reasons why training needs may arise in the workplace
3	Differentiate between strategic training needs and market-related training needs

### 3.3.3 KM-03-KT03: National skills development priorities (20%)

**Topic elements to be covered include:**

ST0301	The National Skills Development Strategy
ST0302	National policy directions
ST0303	The role of Sector Education and Training Authorities (SETAs)

Internal Assessment Criteria	
1	Demonstrate an understanding of national skills development priorities
2	Demonstrate a basic understanding of the NSDS and how it informs national policy directions
3	Explain the role of SETAs in skills development and the training environment

## 3.4 Provider Accreditation Requirements for the Module

**Physical Requirements:**

- Learning resources approved by the QCTO
- Assessment documentation, instruments and standards approved by the QCTO

**Human Resource Requirements:**

- Facilitators of learning approved by the QCTO
- Assessors approved by the QCTO
- The capacity to conduct internal quality assurance by employed staff or contracted experts

- Assessments will be conducted by a person who meets the following requirements:
  - Has acted as an occupational trainer in the same or a similar field as the learner for at least 3 years
  - Gained at least 3 years' experience in assessment practice

***Legal Requirements:***

- As dictated by the Occupational Health, Safety and Environmental Control statutes

**3.5 Critical Topics to be Assessed Externally for the Knowledge Subject**

None specified

**3.6 Exemptions**

None specified

#### **4 242402000-KM-04: Training methods, techniques and resources NQF Level 4 (10)**

##### **4.1 Related Knowledge Subject Code and Title**

None

##### **4.2 Purpose of the Knowledge Subject**

The main focus of the learning in this knowledge subject is the disciplinary or conceptual knowledge (including theory) related to the appropriate training methods and resources for a learning intervention. The knowledge must provide the learner with insight into most suitable resources and also training methods for a specified learning intervention.

The learning will enable learners to demonstrate an understanding of:

KM-04-KT01 Training methodology and techniques (application, advantages and disadvantages) (35%)

KM-04-KT02 Learning resources and aids (30%)

KM-04-KT03 Facilitation and learning evaluation concepts (35%)

##### **4.3 Guidelines for Topics**

###### **4.3.1 KM-04-KT01: Training methodology and techniques (application, advantages and disadvantages) (35%)**

*Topic elements to be covered include:*

ST0101 Lectures and presentation

ST0102 Demonstrations

ST0103 Role-plays

ST0104 Games

ST0105 Simulations

ST0106 Case studies

ST0107 Group discussions

ST0108 Self-directed learning (assignments, individual research)

ST0109 Site visits

<b>Internal Assessment Criteria</b>	
1	Explain the application, advantages and disadvantages of the range of training methods and techniques
2	Demonstrate an understanding of the application of training methods in both classroom and practical workplace training contexts

###### **4.3.2 KM-04-KT02: Learning resources and aids (30%)**

*Topic elements to be covered include:*



ST0201	Resources types and applications (Audio-visual, Printed resources, Physical resources, E-learning resources)
ST0202	Selection criteria (Suitability, Flexibility, Practicability, Cost-effectiveness)
ST0203	Visual presentation design principles

Internal Assessment Criteria	
1	List and explain the application of the range of resources
2	Demonstrate an understanding of the selection criteria applicable to learning resources and teaching aids
3	Discuss the visual presentation design principles

### 4.3.3 KM-04-KT03: Facilitation and learning evaluation concepts (35%)

**Topic elements to be covered include:**

ST0301	Learning vs training facilitation
ST0302	Learner self-evaluation
ST0303	Facilitator/trainer course evaluation
ST0304	Learner course evaluation
ST0305	Workplace impact assessment

Internal Assessment Criteria	
1	Demonstrate an understanding of facilitation and learning evaluation concepts and their application in the occupational training environment

## 4.4 Provider Accreditation Requirements for the Module

**Physical Requirements:**

- Learning resources approved by the QCTO
- Assessment documentation, instruments and standards approved by the QCTO

**Human Resource Requirements:**

- Facilitators of learning approved by the QCTO
- Assessors approved by the QCTO
- The capacity to conduct internal quality assurance by employed staff or contracted experts
- Assessments will be conducted by a person who meets the following requirements:
  - Has acted as an occupational trainer in the same or a similar field as the learner for at least 3 years
  - Gained at least 3 years' experience in assessment practice

***Legal Requirements:***

- As dictated by the Occupational Health, Safety and Environmental Control statutes

**4.5 Critical Topics to be Assessed Externally for the Knowledge Subject**

None specified

**4.6 Exemptions**

None specified

## 5 242402000-KM-05: Training delivery NQF Level 4 (10)

### 5.1 Related Knowledge Subject Code and Title

None

### 5.2 Purpose of the Knowledge Subject

The main focus of the learning in this knowledge subject is the disciplinary or conceptual knowledge (including theory) related to the preparation and delivery of training in the workplace. Given the principles of adult learning, training methods play an important role in transferring knowledge and skills and changing attitudes. Appropriate training methods cut across knowledge, thinking, doing and feeling.

The learning will enable learners to demonstrate an understanding of:

- KM-05-KT01 The facilitator as mediator of learning (20%)
- KM-05-KT02 The training environment (15%)
- KM-05-KT03 On-the-job instruction using coaching principles (30%)
- KM-05-KT04 Planning and administration of workplace training (20%)
- KM-05-KT05 Costing and cost control (15%)

### 5.3 Guidelines for Topics

#### 5.3.1 KM-05-KT01: The facilitator as mediator of learning (20%)

**Topic elements to be covered include:**

- ST0101 Teaching vs. facilitation
- ST0102 The process of facilitation
- ST0103 Characteristics of the effective facilitator of learning
- ST0104 Establishing respect

Internal Assessment Criteria	
1	Discuss the facilitator as a mediator of learning in an occupational training environment
2	List and discuss the steps in the process of facilitation
3	Discuss the characteristics of the effective facilitator of learning
4	Demonstrate an understanding of the importance of establishing respect in the training environment

#### 5.3.2 KM-05-KT02: The training environment (15%)

**Topic elements to be covered include:**

- ST0201 Setting up training venues (Physical training environment, Emotional training environment)
- ST0202 Statutory training venue requirements
- ST0203 Training equipment requirements

ST0204      Discipline

Internal Assessment Criteria	
1	Explain different ways of setting up a training venue and the reasons for each
2	Explain possible statutory training venue requirements
3	Discuss training venue requirements
4	Demonstrate an understanding of the concept of discipline in occupational training

### 5.3.3 KM-05-KT03: On-the-job instruction using coaching principles (30%)

**Topic elements to be covered include:**

- ST0301      Coaching vs. Mentoring vs. on-the-job instruction vs. classroom facilitation
- ST0302      The role of the Workplace Coach vs. the Occupational Trainer
- ST0303      Coaching techniques
- ST0304      The coaching process
- ST0305      The essential elements of effective coaching
- ST0306      Coaching as an employee induction tool
- ST0307      Coaching and performance improvement

Internal Assessment Criteria	
1	Differentiate between coaching, mentoring, on-the-job instruction, and classroom facilitation
2	Differentiate between the Workplace Coach and the Occupational Trainer
3	Describe a range of coaching techniques for an individual or a group in terms of a training intervention in the workplace
4	List and discuss the steps in the coaching process while highlighting the essential elements of effective coaching
5	Demonstrate an understanding of the importance and applications of coaching in the workplace

### 5.3.4 KM-05-KT04: Planning and administration of workplace training (20%)

**Topic elements to be covered include:**

- ST0401      The planning process
- ST0402      Prioritising, Scheduling and Back-up plans
- ST0403      Lesson planning
- ST0404      Administrative, legislative and regulatory requirements
- ST0405      Documentary control and record-keeping
- ST0406      Filing and archiving

Internal Assessment Criteria	
1	Explain the importance of proper planning and the elements of the planning process
2	Demonstrate an understanding of prioritising, scheduling and back-up plans
3	Explain the elements of the lesson plan
4	Demonstrate an understanding of the administrative, legislative and regulatory requirements applicable to the occupational training environment
5	Discuss the requirements for documentary control, record-keeping, filing and archiving with regard to occupational training
6	Explain the importance of proper planning and the elements of the planning process

### 5.3.5 KM-05-KT05: Costing and cost control (15%)

**Topic elements to be covered include:**

- ST0501          Budgeting concepts  
ST0502          Cost implications of training interventions  
ST0503          Cost control and administration

Internal Assessment Criteria	
1	Demonstrate an understanding of costing and cost control in occupational training
2	Explain basic budgeting concepts as applicable to training costs
3	Explain the cost implications of training interventions and how costs can be controlled and administered

### 5.4 Provider Accreditation Requirements for the Module

**Physical Requirements:**

- Learning resources approved by the QCTO
- Assessment documentation, instruments and standards approved by the QCTO

**Human Resource Requirements:**

- Facilitators of learning approved by the QCTO
- Assessors approved by the QCTO
- The capacity to conduct internal quality assurance by employed staff or contracted experts
- Assessments will be conducted by a person who meets the following requirements:
  - Has acted as an occupational trainer in the same or a similar field as the learner for at least 3 years
  - Gained at least 3 years' experience in assessment practice

***Legal Requirements:***

- As dictated by the Occupational Health, Safety and Environmental Control statutes

**5.5 Critical Topics to be Assessed Externally for the Knowledge Subject**

None specified

**5.6 Exemptions**

None specified

## 6 242402000-KM-06: Evaluation of competence NQF Level 4 (8)

### 6.1 Related Knowledge Subject Code and Title

None

### 6.2 Purpose of the Knowledge Subject

The main focus of the learning in this knowledge subject is the disciplinary or conceptual knowledge (including theory) related to the evaluation of competence in own area of expertise. Although this includes a broader understanding of the assessment process, it should be made clear from the outset that the occupational trainer will only conduct internal evaluations of learners on the occupational programme and will not be a registered assessor. The knowledge must support the ability to use given assessment instruments to conduct evaluations of competence.

The learning will enable learners to demonstrate an understanding of:

KM-06-KT01 Evaluation of competence concepts and principles (20%)

KM-06-KT02 Evaluation methods, instruments and standards (20%)

KM-06-KT03 Evidence evaluation concepts and principles (20%)

KM-06-KT04 Review, administration and reporting related to competence evaluation (20%)

KM-06-KT05 Recognition of Prior Learning (RPL) practice (20%)

### 6.3 Guidelines for Topics

#### 6.3.1 KM-06-KT01: Evaluation of competence concepts and principles (20%)

*Topic elements to be covered include:*

ST0101 Assessment and evaluation concepts within the QCTO model (Curriculum-based assessment, External assessment partners)

ST0102 Principles of good assessment practice (Fairness, Validity, Reliability and consistency, Practicability)

ST0103 Outcomes-based assessment and evaluation (Assessment plan, Pre-assessment briefing, Evidence, Competence, Feedback)

Internal Assessment Criteria	
1	Discuss assessment concepts within the QCTO model
2	List and explain the principles of good assessment practice
3	Explain the principles and procedures of outcomes-based assessment and the evaluation of competence

#### 6.3.2 KM-06-KT02: Evaluation methods, instruments and standards (20%)

*Topic elements to be covered include:*

ST0201 Types of evaluation (pre-programme, continuous, formative, summative)

- ST0202 Types of evidence (Direct - process observations, product evaluations and knowledge tests, Indirect, Historical)
- ST0203 Good assessment and evaluation instrument design concepts (Fit for purpose, Practical, Reliable)
- ST0204 Defining assessment and evaluation standards

Internal Assessment Criteria	
1	List and explain the types of evaluation applicable to occupational training
2	List and explain the types of evidence applicable to occupational training
3	Demonstrate an understanding of good assessment and evaluation design concepts
4	Explain the importance of defining evaluation standards

### 6.3.3 KM-06-KT03: Evidence evaluation concepts and principles (20%)

**Topic elements to be covered include:**

- ST0301 Evidence collection methods (Aligned to the curriculum)
- ST0302 Rules of evidence collection (Valid, Authentic, Current, Sufficient)
- ST0303 Principles of evidence evaluation (Valid, Authentic, Current, Sufficient)
- ST0304 Evaluation decisions and the implications thereof (Balance of probability, Competent, Not yet Competent)

Internal Assessment Criteria	
1	List and discuss evidence collection methods
2	Explain the rules of evidence collection
3	Explain the principles of evidence evaluation and decision making
4	Demonstrate an understanding of assessment and evaluation decisions and the implications thereof

### 6.3.4 KM-06-KT04: Review, administration and reporting related to competence evaluation (20%)

**Topic elements to be covered include:**

- ST0401 Competence evaluation review process (Internal review)
- ST0402 Appeals procedures (Re-evaluation, Role of the occupation trainer, internal assessor and moderator)
- ST0403 Assessment and evaluation administration and records (QCTO requirements)

Internal Assessment Criteria	
1	Discuss the competence evaluation review process



2	Describe the workplace appeals procedure and list all the steps in the process
3	Demonstrate understanding of the assessment and evaluation administration and records as applicable to own workplace

### 6.3.5 KM-06-KT05: Recognition of Prior Learning (RPL) practice (20%)

**Topic elements to be covered include:**

- ST0601 RPL practice in the QCTO model (RPL process, Stakeholders)  
 ST0602 RPL assessments in the workplace (RPL evidence, Roles and responsibilities)

Internal Assessment Criteria	
1	Demonstrate an understanding of RPL practice in the QCTO model
2	Demonstrate an understanding of RPL assessments in the workplace

### 6.4 Provider Accreditation Requirements for the Module

**Physical Requirements:**

- Learning resources approved by the QCTO
- Assessment documentation, instruments and standards approved by the QCTO

**Human Resource Requirements:**

- Facilitators of learning approved by the QCTO
- Assessors approved by the QCTO
- The capacity to conduct internal quality assurance by employed staff or contracted experts
- Assessments will be conducted by a person who meets the following requirements:
  - Has acted as an occupational trainer in the same or a similar field as the learner for at least 3 years
  - Gained at least 3 years' experience in assessment practice

**Legal Requirements:**

- As dictated by the Occupational Health, Safety and Environmental Control statutes

### 6.5 Critical Topics to be Assessed Externally for the Knowledge Subject

None specified

### 6.6 Exemptions

None specified

## SECTION 3B: PRACTICAL SKILL MODULE SPECIFICATIONS

### List of Practical Skill Module Specifications

	Number	Title	NQF Level	Credits
1	242402000-PM-01	Align learning intervention to the needs of participating learners	4	8
2	242402000-PM-02	Evaluate available learning resources and aids, adapt for specified training scenarios	4	8
3	242402000-PM-03	Plan, conduct, evaluate and report on learning interventions	4	12
4	242402000-PM-04	Use given assessment instruments to conduct and record competence evaluations	4	8

# 1 242402000-PM-01: Align learning intervention to the needs of participating learners NQF Level 4 (8)

## 1.1 Purpose of the Practical Skill Module

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

- Use structured methods to establish specific needs of learners participating in a learning programme

The learner will be required to:

PM-01-PS01 Select and adapt an instrument to establish a learner profile and special needs

PM-01-PS02 Conduct an evaluation to establish the learner profile and special needs

PM-01-PS03 Select training interventions that would best address learner needs

PM-01-PS04 Select an intervention that would best address learner barriers to learning

## 1.2 Guidelines for Practical Skills

### 1.2.1 PM-01-PS01: Select and adapt an instrument to establish a learner profile and special needs

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

*Given tools and details of a specific training intervention, the learner must be able to:*

PA0101 Select the instrument that is best suited for the purpose

PA0102 Change an instrument to obtain information that provides a valid indication of the learner profile and special needs

PA0103 Distinguish between the applicability, viability and practicability of different tools

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

AK0101 Use of learner profiles for planning of delivery

AK0102 Learning programme knowledge

AK0103 Formulating questions for information collection

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

1	The selection of an appropriate instrument is explained and motivated
2	An instrument to establish a learner profile and special needs is selected and adapted
3	The applicability, viability and practicability of different tools is explained

### 1.2.2 PM-01-PS02: Conduct an evaluation to establish the learner profile and special needs

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

*Given an instrument to determine the learner profile and special needs, a group participants acting in different roles in a simulated environment, the learner must be able to:*

- PA0201 Collect information from the learners in a structured manner
- PA0202 Evaluate and collate the information collected
- PA0203 Compile a report on findings and formulate recommendations

#### **Applied Knowledge**

- AK0201 Information evaluation
- AK0202 Information collection techniques
- AK0203 Report writing

#### **Internal Assessment Criteria**

1	An evaluation to establish the learner profile and special needs is conducted
2	A report is written in the correct format and appropriate recommendations based on the findings are formulated

### 1.2.3 PM-01-PS03: Select training interventions that would best address learner needs

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

*Given various scenarios of learner profiles and needs and training interventions, learners must be able to:*

- PA0301 Select best fit training solutions related to cost effectiveness
- PA0302 Select training interventions that will address the requirements of each scenario

#### **Applied Knowledge**

- AK0301 Use of criteria for selection of training solutions
- AK0302 Follow structured reasoning to select the best solution
- AK0303 Describe the impact of poor selection on the effectiveness and efficiency of training interventions

#### **Internal Assessment Criteria**

1	The suitability of different training interventions for different learner needs is discussed
---	--

### 1.2.4 PM-01-PS04: Select an intervention that would best address learner barriers to learning

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

Given a range of scenarios of specific learner barriers to learning, learners must be able to:

- PA0401 Select an intervention that will address the requirements of each scenario
- PA0402 Motivate the intervention selected on the basis of defined criteria used
- PA0403 Discuss the proposed solution with the learner and reach consensus on the intervention
- PA0404 Compile a referral letter for learners who cannot be accommodated due to physical or personal barriers to learning

#### **Applied Knowledge**

- AK0401 Criteria for training intervention selection
- AK0402 Structure and content of a referral letter
- AK0403 Implications of the learning or physical disability for an individual's learning
- AK0404 Impact on peers if not addressed

#### **Internal Assessment Criteria**

1	Reasonable interventions meeting the requirements of each scenario are selected and the choice is motivated
2	Advice in the form of support, information and referral, rather than directive advice or instruction, is provided
3	A referral letter in the correct format is written

### 1.3 Provider Accreditation Requirements for the Module

#### **Physical Requirements:**

Demonstrate access to:

- Structured examples and scenarios
- Learner instructions and work sheets
- Assessment instruments and standards for each practical skill that clearly defines standards of competence as competent or not yet competent
- Reflective learning exercises

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

- Learner facilitator ratio of 1:15
- Internal assessors can be the same person as the facilitator
- Internal assessors must have conducted assessments in the same or a similar field as the programme presented by the Candidate Occupational Trainer for at least 3 years

#### **Legal Requirements:**

- None specified in addition to standards prescribed by applicable legislation.

#### **1.4 Critical Topics to be Assessed Externally for the Knowledge Subject**

None specified

#### **1.5 Exemptions**

None specified

## 2 242402000-PM-02: Evaluate available learning resources and aids, and adapt for specified training scenarios NQF Level 4 (8)

### 2.1 Purpose of the Practical Skill Module

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

- Select and align existing learning materials and resources to predefined learning outcomes, and
- Select the method that will best meet the required outcomes.

The learner will be required to:

PM-02-PS01 Evaluate available learning resources and aids

PM-02-PS02 Adapt learning resources and learning aids

### 2.2 Guidelines for Practical Skills

#### 2.2.1 PM-02-PS01: Evaluate available learning resources and aids

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

*Given a range of scenarios (such as changes in technology, standard processes, product standards or training venues) learning resources and aids, learners must be able to:*

- PA0101 List the critical aspects that must be addressed by the resources or aids for each scenario
- PA0102 Evaluate the available resources and aids for suitability and select those that are most suitable for each scenario
- PA0103 Motivate changes required to ensure improvement or alignment of the resources or aids

##### **Applied Knowledge**

- AK0101 Apply criteria to distinguish between different resources
- AK0102 Understand the implications of using poorly aligned resources on efficiency and effectiveness of a learning intervention
- AK0103 Design of visual learning aids
- AK0104 The use of language in visual learning aids

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

1	The critical aspects that the resources or aids must address are explained
2	The suitability of the resources selected is explained and the required changes are motivated
3	Available learning resources and aids are evaluated

## 2.2.2 PM-02-PS02: Adapt learning resources and learning aids

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

Given required changes to a range of learning resources and aids such as assignments, hand-outs, posters, presentations, learners must be able to:

- PA0201 Draw up an instruction sheet for changes required to learning resources or aids
- PA0202 Make changes to existing digital presentations (Power Point, Key Note)
- PA0203 Make changes to existing learner handouts
- PA0204 Make changes to learner assignments

### **Applied Knowledge**

- AK0201 Criteria for learning resource and aid evaluation
- AK0202 Formulation of information for different purposes

### **Internal Assessment Criteria**

1	An appropriate instruction sheet for changes required to learning resources or aids is drawn up
2	Changes to a range of existing learning resources and learning aids are made within own area of expertise

## 2.3 Provider Accreditation Requirements for the Module

### **Physical Requirements:**

Demonstrate access to:

- Structured examples and scenarios
- Learner instructions and work sheets
- Assessment instruments and standards for each practical skill that clearly defines standards of competence as competent or not yet competent
- Reflective learning exercises

### **Human Resource Requirements:**

- Learner facilitator ratio of 1:15
- Internal assessors can be the same person as the facilitator
- Internal assessors must have conducted assessments in the same or a similar field as the programme presented by the Candidate Occupational Trainer for at least 3 years

### **Legal Requirements:**

- None specified in addition to standards prescribed by applicable legislation.

## 2.4 Critical Topics to be Assessed Externally for the Knowledge Subject

None specified



## **2.5 Exemptions**

None specified

### 3 242402000-PM-03: Plan, conduct, evaluate and report on learning interventions NQF Level 4 (12)

#### 3.1 Purpose of the Practical Skill Module

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

- Prepare and present a learning intervention as a practical simulation to an audience.

The learner will be required to:

PM-03-PS01 Plan, sequence and schedule learning activities

PM-03-PS02 Facilitate learning intervention

PM-03-PS03 Evaluate, review and report on own training quality and effectiveness

#### 3.2 Guidelines for Practical Skills

##### 3.2.1 PM-03-PS01: Plan, sequence and schedule learning activities

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

*Given an identified training intervention and range of learning resources, learners must be able to:*

PA0101 Select the appropriate physical learning resources for the identified training need and target audience

PA0102 List all required resources including venue, materials, equipment

PA0103 Sequence and schedule the learning intervention

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

AK0101 Resource planning

AK0102 Lesson planning

AK0103 Communication

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

1	The principles of scheduling and lesson planning are explained
2	The selected resources are evaluated for appropriateness
3	A complete lesson plan is drawn up in the correct format with activities appropriately sequenced

### 3.2.2 PM-03-PS02: Facilitate learning intervention

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

*Given the required resources and a range of training objectives within the learners' field of expertise and a simulated situation attended by a number of persons, learners must be able to:*

- PA0201 Demonstrate a range of facilitation techniques appropriate to the identified training objective and target audience
- PA0202 Organise and sequence the presentation within the required timeframe
- PA0203 Use appropriate communication skills and technology to suit the target audience

#### **Applied Knowledge**

- AK0201 Facilitation techniques
- AK0202 Use of technology
- AK0203 Use of learning aids
- AK0204 Communication skills
- AK0205 Groupwork dynamics

#### **Internal Assessment Criteria**

1	Presentation techniques and the use of technology is discussed and explained
2	The use of facilitation methods that are appropriate for the target audience and training objective are evaluated
3	Effective communication tools are used and appropriate technology required by the target audience is employed
4	Appropriate facilitation techniques are selected and successfully incorporated into the training session

### 3.2.3 PM-03-PS03 Evaluate, review and report on own training quality and effectiveness

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

*Given the completed simulated presentation, learners must be able to:*

- PA0301 Compile an evaluation sheet to assess the presentation
- PA0302 Evaluate completed assessment responses
- PA0303 Formulate improvement areas and develop an improvement plan
- PA0304 Compile a management report on the learning intervention

#### **Applied Knowledge**

- AK0301 Design of an evaluation sheet
- AK0302 Formulate and structure questions

**Internal Assessment Criteria**

1	Questions for specific purposes are formulated
2	Evaluation sheets are structured in an accepted format
3	Reports are structured and presented in an acceptable format
4	An improvement plan is presented that is meaningful and practically implementable

**3.3 Provider Accreditation Requirements for the Module**

**Physical Requirements:**

Demonstrate access to:

- Structured examples and scenarios
- Learner instructions and work sheets
- Assessment instruments and standards for each practical skill that clearly defines standards of competence as competent or not yet competent
- Reflective learning exercises

**Human Resource Requirements:**

- Learner facilitator ratio of 1:15
- Internal assessors can be the same person as the facilitator
- Internal assessors must have conducted assessments in the same or a similar field as the programme presented by the Candidate Occupational Trainer for at least 3 years

**Legal Requirements:**

- None specified in addition to standards prescribed by applicable legislation.

**3.4 Critical Topics to be Assessed Externally for the Knowledge Subject**

None specified

**3.5 Exemptions**

None specified

## 4 242402000-PM-04: Use given assessment instruments to conduct and record competence evaluations NQF Level 4 (8)

### 4.1 Purpose of the Practical Skill Module

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

- Plan and conduct evaluations of learner competence
- Select the method/s that will best meet the required outcomes.

The learner will be required to:

PM-04-PS01 Plan and schedule competence evaluation activities

PM-04-PS02 Conduct competence evaluations

PM-04-PS03 Record and report evaluation results

### 4.2 Guidelines for Practical Skills

#### 4.2.1 PM-04-PS01: Plan and schedule competence evaluation activities

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

*Given a learner for evaluation, a range of assessment tools and the competence required within a specific context, learners must be able to:*

PA0101 Schedule required resources for the competence evaluation event (e.g. equipment, venue, time, personnel, etc.)

PA0102 Select and/or adapt the appropriate tools for the competence evaluation event

PA0103 Prepare the learner for the evaluation

##### **Applied Knowledge**

AK0101 Plan and schedule evaluation activities and resources

AK0102 Select, prepare or adapt an existing assessment tool

AK0103 Learners briefing and preparation for the competence evaluation

AK0104 Learner readiness and needs

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

1	The communication process and the use of language that is appropriate and clear is discussed and explained
2	The learner preparation briefing session is conducted
3	Appropriate assessment tools are selected
4	The pre- evaluation planning documents are completed in accordance with workplace requirements

#### 4.2.2 PM-04-PS02: Conduct competence evaluations

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

*Given a learner for evaluation within a specific context and the relevant assessment tools, learners must be able to:*

- PA0201 Use the appropriate assessment/evaluation methodology to confirm that the learner being evaluated has the required understanding of the competence being assessed
- PA0202 Use the appropriate assessment/evaluation methodology to confirm that the learner being evaluated is able to demonstrate the required skills application of the required competence
- PA0203 Determine that the learner being evaluated has an understanding of the consequences of non-adherence to the required standard
- PA0204 Make a decision on the outcome of the evaluation

##### **Applied Knowledge**

- AK0201 Interpersonal communication
- AK0202 Assessment and competence evaluation principles and procedures
- AK0203 Relevant evidence

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

1	The evaluation is conducted
2	Effective interaction between the occupation trainer and the learner is displayed
3	Appropriate language is used to meet the learner's requirements and the competence being assessed
4	Sufficient and relevant evidence is collected to be able to make a decision on the evaluation of the learner.
5	An evaluation decision is made that is fair, valid and reliable based on the evidence collected

#### 4.2.3 PM-04-PS03: Record and report evaluation results

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

*Given the assessment results, learners will be able to:*

- PA0301 Record results in the required format
- PA0302 Report on the results in the required format
- PA0303 Provide feedback to the learner on the evaluation results

##### **Applied Knowledge**

- AK0301 Competence evaluation administration and record keeping

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

<b>Internal Assessment Criteria</b>	
1	Feedback on evaluation results is given to learner
2	Evaluation records are completed accurately in accordance with workplace procedures
3	The report is communicated as per the required process and format

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

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

Demonstrate access to:

- Structured examples and scenarios
- Learner instructions and work sheets
- Assessment instruments and standards for each practical skill that clearly defines standards of competence as competent or not yet competent
- Reflective learning exercises

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

- Learner facilitator ratio of 1:15
- Internal assessors can be the same person as the facilitator
- Internal assessors must have conducted assessments in the same or a similar field as the programme presented by the Candidate Occupational Trainer for at least 3 years

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

- None specified in addition to standards prescribed by applicable legislation.

### **4.4 Critical Topics to be Assessed Externally for the Knowledge Subject**

None specified

### **4.5 Exemptions**

None specified

## SECTION 3C: WORK EXPERIENCE MODULE SPECIFICATIONS

### List of Work Experience Module Specifications

	Number	Title	NQF Level	Credits
1	242402000-WM-01	Learner training needs establishment processes	4	8
2	242402000-WM-02	Pre-programme delivery planning and scheduling processes	4	8
3	242402000-WM-03	Workplace learning intervention delivery, evaluation and reporting processes	4	12
4	242402000-WM-04	Learner competence evaluation and workplace evaluation administration processes	4	12



# **1 242402000-WM-01: Learner training needs establishment processes NQF Level 4 (8)**

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

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

- Use standard workplace documents and readily available information to establish learner training needs for a workplace learning intervention and reach agreement on the needs to be addressed.

The learner will be required to:

WM-01-WE01 Establish needs of learners and make required adjustments to accommodate learner needs with the assistance of an experienced occupational trainer acting as a mentor or coach

WM-01-WE02 Establish needs of learners and make required adjustments to accommodate learner needs with minimal support or within normal business reporting and support structures

## **1.2 Guidelines for Work Experiences**

### **1.2.1 WM-01-WE01: Establish needs of learners and make required adjustments to accommodate learner needs with the assistance of an experienced occupational trainer acting as a mentor or coach**

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

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

WA0101 Establish the specific needs of learners participating in a learning programme with the assistance of an experienced occupational trainer, including establishing the level of prior learning, learner expectations and reasons for attending, literacy levels, and potential barriers to learning

WA0102 Compile a report in a workplace format, covering the findings and recommendations.

WA0103 Address the specific learner needs and barriers to learning in a constructive manner, such as seating arrangements during contact sessions, additional support sessions, placement of learners in groups, referral of learners to more appropriate learning opportunities

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

SE0101 Report by mentor or coach

### **1.2.2 WM-01-WE02: Establish needs of learners and make required adjustments to accommodate learner needs with minimal support or within normal business reporting and support structures**

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

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

WA0201	Establish the specific needs of learners participating in a learning programme including establishing level of prior learning, learner expectations and reasons for attending, literacy levels, potential barriers to learning
WA0202	Compile a report in a workplace format, covering the findings and recommendations.
WA0203	Address the specific learner needs and barriers to learning in a constructive manner, such as seating arrangements during contact sessions, additional support sessions, placement of learners in groups, referral of learners to more appropriate learning opportunities

### ***Supporting Evidence***

SE0201	Records from meetings
SE0202	Training needs records
SE0203	Recommendation records
SE0204	Records of decisions

## **1.3 Contextualised Workplace Knowledge**

1. Information systems and resources
2. Site specific requirements on access
3. Workplace protocols and procedures
4. Workplace protocols, structures and systems

## **1.4 Criteria for Workplace Approval**

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

- Standard documentation on protocols and procedures
- Standard reporting documentation

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

- Subject matter expert trained in coaching and mentoring
- Learner expert ratio of 1:5

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

- None specified in addition to workplace specific regulatory requirements.

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

None specified

## **2 242402000-WM-02: Pre-programme delivery planning and scheduling processes NQF Level 4 (8)**

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

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

- Schedule and control facilities, the availability and maintenance of all resources including stock and equipment and contextualise learning resources and learning aids.

The learner will be required to:

- WM-02-WE01 Contextualise learning resources and learning aids for application in workplace training interventions with the assistance of an experienced occupational trainer acting as a mentor or coach
- WM-02-WE02 Contextualise learning resources and learning aids for application in workplace training interventions with minimal support or within normal business reporting and support structures
- WM-02-WE03 Schedule and control facilities, stock and equipment with the assistance of an experienced occupational trainer acting as a mentor or coach
- WM-02-WE04 Schedule and control facilities, stock and equipment with minimal support or within normal business reporting and support structures

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

#### **2.2.1 WM-02-WE01: Contextualise learning resources and learning aids for application in workplace training interventions with the assistance of an experienced occupational trainer acting as a mentor or coach**

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

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

- WA0101 Align learning resources and aids to workplace requirements for a training scenario
- WA0102 Ensure that resources address learner needs for each scenario.
- WA0103 Refine or adapt resources selected for the workplace training interventions.
- WA0104 Use internal resources and support where required.

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

- SE0101 Report by Mentor or Coach

#### **2.2.2 WM-02-WE02: Contextualise learning resources and learning aids for application in workplace training interventions with minimal support or within normal business reporting and support structures**

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

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

- WA0201 Align learning resources and aids to workplace requirements for three different training scenarios.

- WA0202 Ensure that resources address learner needs for each scenario.
- WA0203 Refine or adapt resources selected for three workplace training interventions.
- WA0204 Use internal resources and support where required.

***Supporting Evidence***

- SE0201 Learning resources

**2.2.3 WM-02-WE03: Schedule and control facilities, stock and equipment with the assistance of an experienced occupational trainer acting as a mentor or coach**

***Scope of Work Experience***

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

- WA0301 Determine training facilities, stock and equipment required for a training intervention.
- WA0302 Produce a schedule for a training intervention reflecting dates, resources, notices, venues, etc.
- WA0303 Monitor the implementation of the schedule.
- WA0304 Adjust schedules when required.
- WA0305 Schedule workplace training facility required for a training intervention.
- WA0306 Ensure equipment availability and functionality
- WA0307 Coordinate activities with operational staff
- WA0308 Use internal resources and support where required

***Supporting Evidence***

- SE0301 Report by Mentor or Coach

**2.2.4 WM-02-WE04: Schedule and control facilities, stock and equipment with minimal support or within normal business reporting and support structures**

***Scope of Work Experience***

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

- WA0401 Determine training facilities, stock and equipment required for a training intervention.
- WA0402 Produce a schedule for a training intervention reflecting dates, resources, notices, venues, etc.
- WA0403 Monitor the implementation of the schedule.
- WA0404 Adjust schedules when required.
- WA0405 Schedule workplace training facility required for a training intervention.
- WA0406 Ensure equipment availability and functionality

- WA0407      Coordinate activities with operational staff  
WA0408      Use internal resources and support where required

***Supporting Evidence***

- SE0401      Schedules

**2.3 Contextualised Workplace Knowledge**

1. Workplace policies, procedures and standards
2. Workplace specific technology

**2.4 Criteria for Workplace Approval**

***Physical Requirements:***

- Standard documentation on protocols and procedures
- Standard reporting documentation

***Human Resource Requirements:***

- Subject matter expert trained in coaching and mentoring
- Learner expert ratio of 1:5

***Legal Requirements:***

- None specified in addition to workplace specific regulatory requirements.

**2.5 Additional Assignments to be Assessed Externally**

None specified

### **3 242402000-WM-03: Workplace learning intervention delivery, evaluation and reporting processes NQF Level 4 (12)**

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

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

- Plan, schedule and control the delivery and implement a coaching and training intervention in the workplace, evaluate achievement of desired outcomes and report to management.

The learner will be required to:

WM-03-WE01 Implement a training intervention with the assistance of an experienced occupational trainer acting as a mentor or coach

WM-03-WE02 Implement a training intervention with minimal support or within normal business reporting and support structures

WM-03-WE03 Report on a training intervention with the assistance of an experienced occupational trainer acting as a mentor or coach

WM-03-WE04 Evaluate achievement of specified outcomes

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

##### **3.2.1 WM-03-WE01: Implement a training intervention with the assistance of an experienced occupational trainer acting as a mentor or coach**

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

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

WA0101 Schedule daily delivery programmes for a training intervention

WA0102 Conduct a training intervention for a minimum of 5 training days.

WA0103 Monitor own training practice against planned delivery and adjust when required.

WA0104 Coordinate activities with operational staff

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

SE0101 Report by Mentor or Coach

##### **3.2.2 WM-03-WE02: Implement a training intervention with minimal support or within normal business reporting and support structures**

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

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

WA0201 Schedule daily delivery programmes for three different training interventions.

WA0202 Conduct a range of training interventions for a minimum of 21 training days.

WA0203 Monitor own training practice against planned delivery and adjust when required.

WA0204 Coordinate activities with operational staff

### ***Supporting Evidence***

SE0201 Daily delivery programme/ training records

SE0202 Attendance registers

### **3.2.3 WM-03-WE03: Report on a training intervention with the assistance of an experienced occupational trainer acting as a mentor or coach**

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

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

WA0301 Record and report on training interventions delivered as required by the workplace.

WA0302 Consolidate monthly training records for management reporting.

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

SE0301 Daily delivery programme/ training records

SE0302 Attendance registers

SE0303 Report by Mentor or Coach

### **3.2.4 WM-03-WE04: Evaluate achievement of specified outcomes**

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

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

WA0401 Obtain feedback on own training delivery from another source (e.g. supervisor, manager, coach).

WA0402 Collect and analyse feedback from learners according to pre-agreed criteria using two different evaluation methods.

WA0403 Reflect on own implementation of each training intervention and identify (record) opportunities for improvement.

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

SE0401 Daily delivery programme/ training records

### **3.3 Contextualised Workplace Knowledge**

1. Workplace policies, procedures and standards
2. Reporting protocols
3. Workplace training resources and facilities
4. SHEQ requirements

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

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

- Standard documentation on protocols and procedures

- Standard reporting documentation

***Human Resource Requirements:***

- Subject matter expert trained in coaching and mentoring
- Learner expert ratio of 1:5

***Legal Requirements:***

- None specified in addition to workplace specific regulatory requirements.

**3.5 Additional Assignments to be Assessed Externally**

None specified



## **4 242402000-WM-04: Learner competence evaluation and workplace evaluation administration processes NQF Level 4 (12)**

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

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

- Plan, schedule and conduct a number of evaluations in the workplace, to formulate evaluation decisions and to administer the evaluations.

The learner will be required to:

- WM-04-WE01 Conduct competence evaluations in own area of expertise (technical) with the assistance of an experienced occupational trainer acting as a mentor or coach
- WM-04-WE02 Conduct competence evaluations in own area of expertise (technical) with minimal support or within normal business reporting and support structures
- WM-04-WE03 Perform administration of evaluations with the assistance of an experienced occupational trainer acting as a mentor or coach
- WM-04-WE04 Perform administration of evaluations with minimal support or within normal business reporting and support structures

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

#### **4.2.1 WM-04-WE01: Conduct competence evaluations in own area of expertise (technical) with the assistance of an experienced occupational trainer acting as a mentor or coach**

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

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

- WA0101 Conduct an evaluation of a practical skills module
- WA0102 Collect evidence using a standard workplace assessment/ evaluation instrument
- WA0103 Evaluate the evidence collected and make a competence evaluation decision based on workplace standards
- WA0104 Provide feedback to learners on evaluation results

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

- SE0101 Report by Mentor or Coach

#### **4.2.2 WM-04-WE02: Conduct evaluation in own area of expertise (technical) with minimal support or within normal business reporting and support structures**

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

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

- WA0201 Conduct evaluations for at least two practical skills modules

- WA0202 Use at least two different workplace assessment/ evaluation instruments per evaluation.
- WA0203 Collect evidence from at least 5 learners per practical skills module
- WA0204 Evaluate the evidence collected and formulate a competence evaluation decision for each learner based on workplace standards
- WA0205 Provide feedback to learners on evaluation results

***Supporting Evidence***

- SE0201 Assessment/ evaluation plans
- SE0202 Minutes of pre-evaluation meetings
- SE0203 Complete record of the evaluations

**4.2.3 WM-04-WE03: Perform administration of evaluations with the assistance of an experienced occupational trainer acting as a mentor or coach**

***Scope of Work Experience***

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

- WA0301 Conduct a pre-evaluation briefing and learner preparation for a competence evaluation event.
- WA0302 Maintain a learner record that meets the workplace requirements.
- WA0303 Prepare the evaluation site and resources.

***Supporting Evidence***

- SE0301 Report by Mentor or Coach

**4.2.4 WM-04-WE04: Perform administration of evaluations with minimal support or within normal business reporting and support structures**

***Scope of Work Experience***

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

- WA0401 Prepare an evaluation plan for at least five different competence evaluation events.
- WA0402 Conduct a pre-evaluation briefing and learner preparation for at least five different evaluation events.
- WA0403 Maintain a learner record that meets the workplace requirements.
- WA0404 Prepare evaluation site and resources

***Supporting Evidence***

- SE0401 Assessment/ evaluation plans
- SE0402 Minutes of pre-evaluation meetings
- SE0403 Complete record of the evaluations

### **4.3 Contextualised Workplace Knowledge**

1. Policies, procedures and protocols
2. Quality Management System (QMS)
3. SHEQ requirements

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

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

- Standard documentation on protocols and procedures
- Standard reporting documentation

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

- Subject matter expert trained in coaching and mentoring
- Learner expert ratio of 1:5

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

- None specified in addition to workplace specific regulatory requirements.

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

None specified