

Work Based Learning and Development Practitioner (Coach & Mentor)

» ENTRY REQUIREMENTS

Competent in communication (NQF level 4);

» ASSESSMENT

The Portfolio of Evidence includes formal assessments as well as the internal summative assessments. Formal assessments refer to the class activities that serve to practice specific skills that are required from learners. Internal summative assessments need to be completed upon the conclusion of the module.

After completion of the knowledge and practical modules, the learner will be required to complete a work experience module which is achieved through exposure in a suitable work environment.

Once the work experience module has been completed the learner will submit a portfolio of evidence. If found competent, the learner will receive a Statement of Results which will give the learner entrance to the FISA exam

» ABOUT US

Pro-Active College excels in the education, training and development of public and private sector officials. With its strong focus on practical workplace skills, Pro-Active College strives to facilitate measurable improvements in the productivity of client organisations.

This skills programme is designed for the private and public sector and is aimed at providing the learner with knowledge and skills on planning for, conducting and administering work-based learning interventions.



Designed and developed by Pro-Active College, this skills programme is accredited with QCTO ID/OFO Code: SP-220322



NQF Level 5

Credits: 30

Contact session: 5 days



How to become a Work Based Learning and Development Practitioner:

1. Register and attend this skills programme
2. Successfully complete the following modules:
 - a. Knowledge Module
 - b. Practical Module
 - c. Workplace Module
3. Compile and submit Portfolio of Evidence for assessment.
4. Successfully complete the final summative assessment (FISA)



CERTIFICATION

QCTO will issue a certificate after successfully completion of the FISA exam.

PROGRAMME OUTCOMES



Module	Purpose of the Module
242401001-KM-04, Facilitation of learning in an occupational	<ul style="list-style-type: none"> • KM-04-KT01: Principles and models for facilitation planning and preparation • KM-04-KT02: Facilitation principles, techniques and tools • KM-04-KT03: Evaluating, reviewing and reporting on facilitation
242401001-KM-07, Work-based Learning	<ul style="list-style-type: none"> • KM-07-KT01: Delivery models (learnerships, internships, experiential learning, apprenticeships) • KM-07-KT02: Planning and scheduling work-based learning. • KM-07-KT03: Facilitation of work based learning • KM-07-KT04: Evaluation of learner progression
242401001-PM-05, Facilitate experiential work-based learning	<ul style="list-style-type: none"> • PM-05-PS01: Develop an experiential work-based learning plan and implementation schedule • PM-05-PS02: Conduct a task focused learning session • PM-05-PS03: Establish a mentorship relationship
242401001-WM-05, Facilitate a work-based learning and development process	<ul style="list-style-type: none"> • WM-05-WE01: Facilitate the implementation of a work-based learning and development intervention under the guidance of a subject matter expert

Knowledge, Practical skills and Work Experience

Module Alignment

Knowledge, Practical Skill and Work Experience Module Title	ID	NQF Level	Credits
Facilitation of learning in an occupational context	242401001-KM-04	5	8
Work-based Learning	242401001-KM-07	5	6
Facilitate experiential work-based learning	242401001-PM-05	5	8
Facilitate a work-based learning and development process	242401001-WM-05	5	8

PROGRAMME **OUTLINE**

» LEARNING UNIT 1: COACHING

1. What is coaching?
2. Coaching skills
3. The coaching relationship
4. The coaching context
5. Needs analysis
6. Addressing learner needs
7. Designing and delivering training and development
8. The Personal Development Plan
9. Guidance, support and assistance
10. Maintaining records of learner needs and guidance provided
11. Evaluation services provided
12. Coaching tools
13. Job instruction principles
14. Evaluating a work-based learning intervention

» LEARNING UNIT 2: MENTORING

1. What is mentoring?
2. The mentor
3. The mentoring relationship
4. The mentoring process
5. Implementing mentoring in the workplace
6. Mentoring toolkit

» LEARNING UNIT 3: AN INTRODUCTION TO LEARNING

1. What is a learning?
2. Learning theories
3. Inclusive education and diversity

» LEARNING UNIT 4: Facilitate Learning in an Occupational context.

1. Qualifications and unit standards
2. Various modes of delivering training
3. Best practise facilitation concepts and practices
4. Plan and prepare for facilitation
5. Facilitation methods
6. Facilitation skills
7. Professional and ethical conduct
8. Learning methodologies
9. Facilitate learning
10. Group learning facilitation

» LEARNING UNIT 5: Evaluate, Review and Report of facilitation.

1. What is a learning intervention?
2. What does the word 'evaluate' mean?
3. Review models
4. Measuring the impact of training and development

