

Accreditation

- Quality Council for Trades and Occupations (QCTO)
- Accreditation No: 07-QCTO/SDP300425142401

Entry Requirements

- Certificate: Occupationally Directed Education, Training and Development Practitioner, NQF Level 5, or;
- Higher Occupational Certificate: Human Resource Management Administrator at NQF Level 5, or;
- Occupational Certificate in related field of study at NQF Level 5 in the Learning and Development field.

Curriculum Code: 242401-003-00-00



Purpose

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

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

Those qualified will be able to:

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

Rationale

The rationale for establishing a qualification aimed at preparing learners to function as Learning and Development Professionals is grounded in the significant role that effective learning and development play in a knowledge-based economy. The increasing demand for skilled workers capable of adapting to rapidly changing industries underscores the importance of having qualified professionals who can effectively manage and facilitate the learning process within organizations.

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Below are the key components of the rationale:

- **Meeting Industry Needs:**
 - Demand for Skilled Professionals: Organizations require skilled Learning and Development Professionals to ensure their workforce is equipped with relevant skills and knowledge. This qualification responds to the labour market demand for expertise in education, training, and development.
 - Alignment with Industry Standards: By aligning the qualification with established Educational, Training, and Development Practices (ETDP), potential graduates ensure that their training meets regulatory, legal, and policy frameworks guiding the profession.
- **Quality Assurance and Best Practices:**
 - Guaranteeing Quality: The emphasis on quality assurance and best practices in learning and development ensures that programs meet the required educational standards and provide value to learners and organizations alike.
 - Holistic Learning Environment: The qualification promotes inclusive learning environments that cater to diverse learning needs, thereby enhancing engagement and effectiveness of learning interventions.
- **Development of Critical Skills:**
 - Graduate Attributes: The program is designed to instil essential skills such as analytical and critical thinking, problem-solving, and communication. These competencies are vital for professionals tasked with evaluating and implementing training initiatives.
 - Professionalism and Teamwork: Fostering professionalism and teamwork prepares graduates to work collaboratively within diverse teams, essential for the success of learning initiatives.
- **Comprehensive Curriculum:**
 - Diverse Skill Set: The qualification covers a wide array of competencies, including stakeholder networking, project management, and the design of learning materials. This ensures graduates are well-equipped to handle various aspects of learning and development.
 - Adaptive Learning Approaches: The ability to evaluate and implement multi-modal learning interventions allows professionals to cater to different learning preferences, improving overall educational outcomes.
- **Future-Proofing:**
 - Responsiveness to Change: The nature of work is rapidly evolving, and ongoing professional development is crucial. This qualification prepares professionals to adapt learning frameworks to emerging trends and technologies in the education and training landscape.
 - Lifelong Learning Advocacy: Graduates are not only equipped to enhance the learning of others but are also encouraged to engage in lifelong learning themselves, fostering a culture of continuous improvement within organizations.
- **Contribution to Organizational Goals:**
 - Strategic Alignment: Learning and Development Professionals play a critical role in aligning training initiatives with organizational goals. By empowering staff through targeted learning programs, organizations can increase employee satisfaction, retention, and performance.
 - Enhanced Competitiveness: By investing in qualified Learning and Development Professionals, organizations can remain competitive in their industries by cultivating a skilled and adaptive workforce.

In conclusion, this qualification serves a vital purpose in preparing learners to function effectively as Learning and Development Professionals, addressing the needs of both the labour market and the individual learners. It equips graduates with the necessary tools to design, implement, and evaluate effective learning programs that contribute to personal and organizational success.

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Qualification Components

Knowledge Module (70 Credits)

- 242401-003-00-KM-01, Theory of learning culture, NQF Level 6, 5 Credits 12
- 242401-003-00-KM-02, Management of learning programme design and development, NQF Level 6, 5 Credits 14
- 242401-003-00-KM-03, Quality assurance of learning and development, NQF Level 6, 10 Credits 19
- 242401-003-00-KM-04, Leadership and Management of learning and development, NQF Level 6, 15 Credits 21
- 243401-003-00-KM-05, Stakeholder management and engagement in vocational or occupational learning environment, NQF Level 6, 5 Credits 24
- 242401-003-00-KM-06, Project Management, NQF Level 6, 10 Credits 26
- 242401-003-00-KM-07, Moderation principles and practices, NQF Level 6, 10 Credits 28
- 242401-003-00-KM-08, Recognition and Prior Learning (RPL), NQF Level 7, 10 Credits

Practical Skills Module (130 Credits)

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

Work Experience Module (80 Credits)

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

Exit Level Outcomes

1. Lead and manage a team to enhance a positive and constructive quality culture and render a professional quality assurance service.
2. Evaluate and apply project management techniques in learning and development interventions.
3. Conduct research and advise an organisation regarding occupational or vocational education, training and development.

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4. Evaluate, design and develop occupational or vocational learning materials, standards, assessments, moderations and RPL instruments.
5. Evaluate and manage internal and external moderation and/or verification of assessments in an occupational or vocational context.
6. Support, guide, and coach in an occupational or vocational education, training and development environment.

How is this Qualification Completed?

Step 1	Step 2	Step 3
<ul style="list-style-type: none"> • Contact Learners attend contact sessions (face-to-face or virtual). • Distance learners work through learning material. 	<ul style="list-style-type: none"> • Submit Portfolio of Evidence (PoE) for assessment once completed. 	<ul style="list-style-type: none"> • Once declared competent, an External Integrated Supervised Assessment (EISA) will be written as set by the QCTO. • Once found competent for the EISA, QCTO will issue certification.

Methods of Completion

- **Blended/Contact Learners**
 - A blended approach which combines attending study schools and self-study.
 - Contact Sessions (Study Schools) can be presented as live streamed classes or attendance.
- **Distance Learning (Self-Study)**
 - Learners will go through the study material on his/her own.
- **Recognition of Prior Learning (RPL)**
 - Qualifying learners may be able to complete the qualification as RPL.
- **Corporate Training / Onsite Training**
 - Qualifications can be presented for groups at the client site. Please request a quote for this option.

Articulation

This qualification provides opportunities for horizontal and vertical articulation options.

- **Horizontal Articulation:**
 - Advanced Certificate in Further Education and Training Teaching, NQF Level 6..
- **Vertical Articulation:**
 - Occupational Certificate: Learning and Development Advisor, NQF Level 7.
- **Diagonal Articulation:**
 - Advanced Diploma in Adult and Community Education and Training Teaching, NQF Level 7.

Where Does the Training Take Place?

- ENJO Consultants: Company and Individual Bookings – training takes place according to scheduled dates.
- ENJO Consultants: Group Bookings – training can be scheduled for groups at ENJO Consultants on dates mutually agreed upon with the client.
- Other/Client Site: Training can be presented at various training venues or at the client site depending on numbers and suitability of the venue.

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