

## SKILLS PROGRAMME DOCUMENT



Skills Programme Title		<b>Learning Support Facilitator</b>			
NQF Level	5	Credits	20	Duration in days	25
Skills Programme ID		SP-211007			
Skills Programme Status	APPROVED			Start Date	End Date
				25/10/2021	25/01/2026
Last date for enrolment	25/10/27	Last date for achievement	25/10/2030		

## SKILLS PROGRAMME DETAILS

1.	<b>Title</b>	Learning Support Facilitator
2.	<b>Sub Title</b>	1. Vocational Education Teacher. 2. Vocational or Further Education Teacher. 3. Community College Educator. 4. Adult Literacy Teacher.
3.	<b>NQF Level</b>	5
4.	<b>Duration</b>	25 days
5.	<b>Credits</b>	20
6.	<b>Quality Assuring Body</b>	Quality Council for Trades and Occupations (QCTO)
7.	<b>Skills Programme Rationale</b>	<p>Almost a third of the country's population is currently unemployed.</p> <p>Of the 7.2 million unemployed persons in the first quarter of 2021, more than half (52.4%) had education levels below matric, followed by those with matric at 37.7%. Only 2.1% of unemployed persons were graduates, while 7.5% had other tertiary qualifications as their highest level of education (Source: <a href="http://www.statssa.gov.za/">http://www.statssa.gov.za/</a>).</p> <p>Education is a relevant and determining factor to employment, and thence to self-sustained livelihoods. It is not so much that there is a lack of education, but rather that the learners lose interest or fail to learn because they have never been taught how to learn. This is a missing bridge between the learner and education itself.</p> <p>Further, it has been reported that there has been an increase of teacher's assistants/aids who are unskilled in education methods and learning support skills. Many rural, urban and township schools utilize unskilled or low skilled teacher's assistants, resulting in poor learning achievements. Thus, there is an urgent need to upskill facilitators and educators with education methods in this sector.</p> <p>The main focus of this skills programme is to teach the learner advanced study skills and techniques, to apply in any subject studied and to help others with their studies. This training could be combined with other skills programmes.</p> <p>Currently no other approved Skills Programme is similar to this.</p> <p>The skills programmes shall benefit the educational sector by providing skills, knowledge and attitude to improve learning experience of learners, thus improve their performance. It shall increase throughput rate in primary, secondary and tertiary education.</p> <p>It shall improve the growth and development of society and address the social ills caused by lack of education and illiteracy.</p> <p>The more the economy has skilled participants and role players, out of learning support skills contributed by the skills programme, the better the rate of economic growth.</p> <p>The Learning Support Facilitator's focus is on educators in the schools and post school education and training sectors.</p>

		<p>Learners will be from:</p> <ul style="list-style-type: none"> <li>• Early Childhood Development</li> <li>• Schools</li> <li>• TVET Colleges</li> <li>• Community Education &amp; Training Colleges</li> <li>• Comprehensive Colleges</li> <li>• Universities and Universities of Technology</li> </ul> <p>This skills programme relates to:</p> <ul style="list-style-type: none"> <li>• Teaching</li> <li>• Lecturing</li> <li>• Tutoring</li> <li>• Training</li> </ul> <p>Professional registration is not a requirement for practice.</p> <ul style="list-style-type: none"> <li>• Stakeholder Consultation included: Tshwane North TVET College</li> <li>• South West Gauteng College</li> </ul>	
8.	<b>Related registered qualification/s</b>	<ul style="list-style-type: none"> <li>• SAQA ID 101709: Occupational Certificate: Adult Literacy Teacher, NQF Level 5, 198 Credits.</li> <li>• SAQA ID 20473: Advanced Certificate: Education, NQF Level 6, 120 Credits.</li> <li>• SAQA ID 97691: Occupational Certificate: Community Development Practitioner, NQF Level 5, 212 Credits</li> </ul>	
9.	<b>Purpose</b>	<p>The purpose of the Skills Programme is to prepare a learner to function as Learning Support Facilitator.</p> <p>Learning Support Facilitators apply tools and methods to improve the performance of learners in their studies. A Learning Support Facilitator profile, evaluate, prepare, facilitate, support and evaluate learning of learners after teaching. A competent learner shall demonstrate among others the following attributes: communication, problem solving, coaching, emotional intelligence, mentoring and self-confidence.</p> <p>The qualified learners will be able to:</p> <ul style="list-style-type: none"> <li>• Support teaching and learning processes</li> <li>• Identify, analyse and remedy learning barriers</li> <li>• Implement and evaluate learning support methods</li> <li>• Conduct formative assessments.</li> <li>• Facilitate learner support</li> </ul>	
10.	<b>Content</b>	<p><b><u>Knowledge component</u></b></p> <ul style="list-style-type: none"> <li>• 900045-000-00-KM-01 Barriers to learning, NQF Level 5, Credits 2.</li> <li>• 900045-000-00-KM-02 Learning support methods and interventions, NQF Level 5, Credits 2.</li> </ul>	<p><b><u>Application component</u></b></p> <ul style="list-style-type: none"> <li>• 900045-000-00-PM-01 Profiling and identifying learning barriers, NQF Level 5, Credits 2.</li> <li>• 900045-000-00-PM-02 Facilitating learner support, NQF Level 5, Credits 8.</li> </ul>

		<ul style="list-style-type: none"> <li>900045-000-00-KM-03 Techniques for language and learning remediation, NQF Level 5, Credits 2.</li> <li>900045-000-00-KM-04 Methods of formative assessment, NQF Level 5, Credits 2.</li> </ul>	<ul style="list-style-type: none"> <li>900045-000-00-PM-03 Conduct formative assessment, NQF Level 5, Credits 2.</li> </ul>
		Total Credits: 8	Total Credits: 12
11.	<b>Minimum entry requirements</b>	NQF Level 4 qualification	
12.	<b>Exit Level Outcomes (ELO) and Associated Assessment Criteria (AAC)</b>	<p><b>ELO 1: Profile learning barriers (challenges) of learners</b> <b>AAC for ELO 1:</b></p> <ul style="list-style-type: none"> <li>Types of learners are described, discussed, analysed and compared</li> <li>Learning barriers are discussed, evaluated, compared and analysed</li> <li>Learners and learning barriers are evaluated and profiled.</li> <li>Educational learning support methods and interventions to assist learners to overcome barriers to learning are analysed, evaluated and recommended</li> </ul> <p><b>ELO 2: Apply learning support methods and techniques to learners</b> <b>AAC for ELO 2:</b></p> <ul style="list-style-type: none"> <li>Learning support methods and techniques are described, discussed and compared</li> <li>Learning support methods and techniques are evaluated and analysed</li> <li>Appropriate learning support methods to assist learners to overcome learning barriers are selected and implemented.</li> <li>Efficacy of learning support methods and techniques is evaluated, analysed and reviewed</li> </ul> <p><b>ELO 3: Apply assessment and evaluation methods to learners</b> <b>AAC for ELO 3:</b></p> <ul style="list-style-type: none"> <li>Various methods of formative assessment and evaluation of learners are conducted and overseen</li> <li>Knowledge, skills and attitude learning gaps are determined through formative assessment and evaluations</li> <li>Learning gaps are corrected through remedial interventions</li> <li>Efficacy of remedial interventions is analysed and evaluated</li> </ul>	
13.	<b>Continuous Assessment &amp; Final Supervised Assessment (FISA)</b>	<p><b>Continuous Assessment</b></p> <p>The SDP must ensure that all learners are enrolled with the QCTO at the start of training (within 5 days) in the format required by the QCTO.</p> <p>Continuous assessment is set by the SDP in accordance with the outcomes provided.</p> <p>This may consist of a variety of methods, e.g. practical or written assessments, assignments, projects, demonstrations, presentations or any other form of assessment to assist the learner in the learning process.</p>	

During training, it is mandatory for formal summative assessments to take place at the end of each module/topic. These results must be formally recorded, and be available for monitoring and/or evaluation by the QCTO.

### **Final Integrated Supervised Assessment (FISA)**

All learners gain entrance to the Final Integrated Supervised Assessment by successfully completing all formal summative assessments conducted by the SDP.

Format of FISA: A practical and written assessment integrating the relevant Exit Level outcomes, with simultaneous verbal assessment of embedded knowledge by the assessor before, during or after the FISA.

All FISAs must be supervised, and virtual FISAs must be recorded throughout the assessment.

All Exit Level Outcomes must be covered in the FISA. In the FISA, the learner must demonstrate applied knowledge and skills to prove that the competencies of the Skills Programme have been achieved.

The FISA may not contain any assessments used in the "Continuous Assessment" process (thus no re-assessment).

Special considerations should be made for candidates with special learning needs.

### **Standards for Final Integrated Supervised Assessment (FISA):**

The learner should be provided with a brief/job card/task to demonstrate what the learner should show, know or produce in a product, relevant to the Exit Level Outcomes and the purpose of the Skills Programme. This is the section where the learner must show applied competency (what the learner must be able to do, and to what expected standard)

The FISA INSTRUMENT (Written case study, scenario or brief/task [similar to a job card]) must be developed and moderated by the SDP and conducted in a supervised environment. It is assessed by means of a RUBRIC developed by the SDP for this purpose:

In the Written Component, learners must be given real life scenarios in which they must demonstrate that they have knowledge in the following:

- various learning barriers
- various social barriers
- appropriate learning intervention
- assessments

in order to respond to challenges/issues/problems in the scenarios. This assessment should be a maximum of 4 hours

In a simulated or real classroom environment the candidates must be given a brief in which they must be required to demonstrate their ability to identify a learning barrier as well as the most suitable learning intervention and apply the intervention. This should be done over a maximum of 3 hours.

		<p>Whilst conducting the above practical, strategic, well-timed questions should be asked of the learner to assess embedded knowledge gained during the skills programme, as well as critical thinking and problem-solving skills: for e.g.</p> <ul style="list-style-type: none"> <li>• "Why.....?"</li> <li>• "What would happen if ...?"</li> <li>• "When ..... is done, what would the result be?"</li> <li>• "How would you deal with .....?"</li> <li>• Etc.</li> </ul> <p>The marking rubric/compliance checklist used to assess these competencies must include a section for the assessor/facilitator used in this session to make a note of competencies shown, (or not shown), as well as the questions that were asked, and a summary of the learner's answers, and state whether these are of the acceptable standard or not.</p> <p>The marking rubric/compliance checklist compiled should contain specific areas marked with an asterisk (*) as compulsory sections in order for the learner to be declared C (Competent). Compulsory sections are when the safety of the candidate or others would be affected if incorrectly completed.</p> <p>Learners who complete this skills programme will accumulate credits towards the relevant full or part qualification. The Credit Accumulation and Transfer (CAT) Policy may apply to these learners.</p> <p><b>Submission of final results</b></p> <p>Final results must be submitted to the QCTO in the required format, within 21 days of the date of the FISA, together with the following:</p> <ul style="list-style-type: none"> <li>• Completed QA Verification Report on the FISA (QCTO template: relevant sections).</li> <li>• A copy of the final Assessment Instrument used, as well as the marking guideline / rubric.</li> </ul>
14.	<b>Recognition of Prior Learning</b>	<ul style="list-style-type: none"> <li>• Learners will gain access to the skills programme through RPL for access as provided for in the QCTO RPL Policy. RPL for access is conducted by accredited education institution, skills development provider or workplace accredited to offer that specific skills programme.</li> <li>• Learners who have acquired competencies in skills programme will be credited for such topics through RPL.</li> <li>• RPL for access to the Final Integrated Supervised Assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the skills programme document to establish and confirm prior learning and achievement of required competencies for the skills programme.</li> </ul>
15.	<b>Work Opportunities/further learning</b>	<p>Successful learners may find work as teacher's assistants/aids or work as teachers/educators, etc in or in support of learners in schooling or post schooling system.</p>

16.	<b>Skills Development Provider Accreditation Requirements</b>	<p>Physical Requirements:</p> <ul style="list-style-type: none"> <li>• Contact learning: standard facilities for classroom training including desks, white boards, projectors, ventilation, lumination.</li> <li>• Online: Online capabilities including computer, virtual software, access to network and</li> <li>• Learning Material aligned to the curriculum, workbooks.</li> <li>• Quality Management System</li> </ul> <p>Human Resource Requirements:</p> <ul style="list-style-type: none"> <li>• Facilitator, Assessor and Moderator with minimum relevant NQF Level 5 in Education / Training qualification in education with 2 years proven experience</li> <li>• Facilitator/learner ratio 1:30</li> </ul> <p>Legal Requirements:</p> <ul style="list-style-type: none"> <li>• Occupational Health and Safety compliant</li> <li>• Relevant labour legislation visible in facility or on platform</li> <li>• CIPC registered entity</li> <li>• SARS Tax compliance pin</li> </ul>
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