

SKILLS PROGRAMME DOCUMENT

Skills Programme Title		Learning and Development Facilitator			
NQF Level	5	Credits	36	Duration in days	46
Skills Programme ID		SP-220319			
Skills Programme Status	Approved	Start Date		End Date	
		02/03/2022		02/03/2027	
Last date for enrolment	02/03/2028	Last date for achievement	02/03/2031		

SKILLS PROGRAMME DETAILS

1.	Title	Learning and Development Facilitator	
2.	Sub Title	OFO Code 242401 - Training and Development Professional (Training and Development Practitioner)	
3.	NQF Level	5	
4.	Duration	46	
5.	Credits	36	
6.	Quality Assuring Body	Quality Council for Trades and Occupations (QCTO)	
7.	Skills Programme Rationale	<p>The skills set: learning and development facilitation, is derived from this skills programme and is needed in the organisations to support skills development on a national, regional and local level. This skills set is a component of the broader competency derived from Training and Development Practitioner qualification.</p> <p>Learning and Development Facilitator skills set is intended to develop competencies for employees located in the human resource management or development space within an organisation to ensure that effective skills development is driven within an organisation.</p> <p>A learner who achieves competencies for this skills programme will be able to plan, select and adapt learning resources required for the delivery of learning interventions in an occupational context.</p>	
8.	Related registered qualification/s	Occupational Certificate: Training and Development Practitioner, NQF Level 5, Credits: 190	
9.	Purpose	A Learning and Development Facilitator plans, selects and adapts learning resources required for the delivery of learning interventions in an occupational context.	
10.	Content	<p><u>Knowledge component</u></p> <ol style="list-style-type: none"> 242401001-KM-01, The statutory learning and development environment, NQF Level 5, Credits 8 242401001-KM-04, Facilitation of learning in occupational contexts, NQF Level 5, Credits 8 <p>Total Credits: 16</p>	<p><u>Application component</u></p> <ol style="list-style-type: none"> 242401001-PM-04, Facilitate different methodologies, training styles and techniques within an occupational learning context, NQF Level 5, Credits 12 242401001-WM-04, Facilitate an occupational learning session, NQF Level 5, Credits 8 <p>Total Credits: 20</p>

11.	Minimum entry requirements	NQF Level 4 with Communications
12.	Exit Level Outcomes (ELO) and Associated Assessment Criteria (AAC)	<p>Exit Level Outcome</p> <p>Facilitate learning in an occupational context utilising adult learning principles and techniques.</p> <p><i>Associated Assessment Criteria</i></p> <ul style="list-style-type: none"> • Planning of resources and logistics is conducive for efficient and effective learning • Preparations for the facilitation of learning is aligned to adult learning principles and techniques • Barriers to learning are dealt with, in the delivery of the learning intervention • Past experience and prior learning is recognised during the delivery of the learning intervention • Guidance and support of learners enables them to define outcomes, clarify issues, manage expectations and identify learning paths and opportunities • The facilitation plan and process are adapted to meet contextual and learning dynamics • Active learning is facilitated according to contexts and learning styles, by drawing on appropriate learning methodologies • Facilitation is conducted in an organised manner that ensures the physical and psycho-social safety of the learners • Learner progress and effectiveness of the intervention is measured continuously and feedback is provided • The dynamics of the learner group is managed in accordance with contextual requirements • Stakeholder feedback is reflected upon and is used to inform areas of continuous personal development and improvement • Ethical and professional practice is displayed when organisational procedures are followed
13.	Continuous Assessment & Final Integrated Supervised Assessment (FISA)	<p>Continuous Assessment</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 assessments are 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 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. 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. The FISA developed must be based on the following:

- i) Provide candidates with a brief/case scenario containing details of a small group of learners with a specific training need. The candidates must be able to submit a plan that contains information on the nature and level of needs in a training group, the learning intervention that is suited to the training group and all the resource requirements.
- ii) Candidates must then deliver a mock presentation (5 Minutes max) on any topic of choice to the assessor who will act as a learner. The assessor must use a rubric to make a judgement on the candidate's facilitation effectiveness in terms of:
 - Facilitation practices and techniques
 - Adult learning concepts and practices
 - Use of learning aids
 - Approaches to handling learner behaviour
 - Communication skills

		<p>EVIDENCE REQUIRED BY EACH LEARNER:</p> <p>The practical task(s) shall require the learner to produce:</p> <ul style="list-style-type: none"> • A plan that contains information on the nature and level of needs in a training group, the learning intervention that is suited to the training group and all the resource requirements • A mock delivered presentation assessed by a rubric <p>After conducting no. ii) above, strategic, well-timed questions should be asked of the learner to assess embedded knowledge gained during the skills programme, as well as critical thinking and problem-solving skills: for e.g.</p> <ul style="list-style-type: none"> • "Why.....?" • "What would happen if ...?" • "When is done, what would the result be?" • "How would you deal with?" • Etc. <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 verbally 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>Submission of final results</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"> • Completed QA Verification Report on the FISA (QCTO template: relevant sections). • A copy of the final Assessment Instrument used, as well as the marking guideline / rubric.
14.	Recognition of Prior Learning	<ul style="list-style-type: none"> • 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. • Learners who have acquired competencies in skills programme will be credited for such topics through RPL. • RPL for access to the FISA: 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.

15.	Work Opportunities/further learning	<p>Learners who complete this Skills Programme may find employment or self-employment opportunities in education, training and development organisations, learning institutions or Skills Development Providers (SDPs) where facilitation skills are required on a full time or project by project basis.</p> <p>A learner who successful completes this skills programme has an opportunity for further learning, with the following as options:</p> <p>Occupational Qualification: SAQA QUAL ID 101321, Occupational Certificate: Training and Development Practitioner, NQF Level 5, Credits 190.</p> <p>Skills Programmes:</p> <ul style="list-style-type: none"> • Assessment Practitioner, NQF Level 5, Credits 20 • Skills Development Facilitator, NQF Level 5, Credits 40 • Work Based Learning and Development Practitioner, NQF Level 5, Credits 30
16.	Skills Development Provider Accreditation Requirements	<p><i>Physical Requirements:</i></p> <ul style="list-style-type: none"> • Learning and development resources aligned to the scope and content of the module • Learner assessment resources (database, tools, records) <p><i>Human Resource Requirements:</i></p> <ul style="list-style-type: none"> • Access to facilitators of learning with subject matter expertise as evident from professional designations, or experiential competence or prior qualifications • Access to assessment expertise in terms of subject matter related prior learning, experience and credibility <p><i>Legal Requirements:</i></p> <ul style="list-style-type: none"> • Access to facilities that comply with occupational health and safety standards where contact learning or assessment sessions are delivered
