

## SKILLS PROGRAMME DOCUMENT



Skills Programme Title		<b>Skills Development Facilitation Practitioner</b>			
NQF Level	5	Credits	40	Duration in days	51
Skills Programme ID		SP-220321			
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.	<b>Title</b>	Skills Development Facilitation Practitioner	
2.	<b>Sub Title</b>	OFO Code 242401 - Training and Development Professional (Training and Development Practitioner)	
3.	<b>NQF Level</b>	5	
4.	<b>Duration</b>	51 days	
5.	<b>Credits</b>	40 credits	
6.	<b>Quality Assuring Body</b>	Quality Council for Trades and Occupations (QCTO)	
7.	<b>Skills Programme Rationale</b>	<p>The skills set derived from this skills programme is needed in organisations to support skills development within the legislative environment which is highly regulated and constantly changing. This skills set is a component of the broader competency derived from Training and Development Practitioner qualification.</p> <p>Skills Development Facilitation Practitioner skills set is intended to develop competencies for employees located in the human resource management or human 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 plans for, conducts and administers skills development planning in an occupational context.</p>	
8.	<b>Related registered qualification/s</b>	Occupational Certificate: Training and Development Practitioner, NQF Level 5, Credits: 190	
9.	<b>Purpose</b>	A Skills Development Facilitation Practitioner plans for, conducts and administers skills development planning in an occupational context.	
10.	<b>Content</b>	<p><b><u>Knowledge component</u></b></p> <ol style="list-style-type: none"> <li>242401-001-KM-01, The statutory learning and development environment, NQF Level 5, Credits 8</li> <li>242401-001-KM-06, Workplace learning and development planning, evaluation and reporting, NQF Level 5, Credits 8</li> </ol> <p>Total Credits: 16</p>	<p><b><u>Application component</u></b></p> <ol style="list-style-type: none"> <li>242401-001-PM-02, Plan, conduct and report on a learning and development needs analysis, NQF Level 5, Credits 16</li> <li>242401-001-WM-02, Conduct skills development facilitation (SDF) processes as required for mandatory grant payments, NQF Level 5, Credits 8</li> </ol> <p>Total Credits: 24</p>

11.	<b>Minimum entry requirements</b>	NQF Level 4 with Communications
12.	<b>Exit Level Outcomes (ELO) and Associated Assessment Criteria (AAC)</b>	<p><b>Exit Level Outcome</b></p> <p>Analyse learning and development needs, within an occupational context, compile learning and development plans and reports and guide stakeholders on learning and development trends, practices and quality assurance.</p> <p><i>Associated Assessment Criteria</i></p> <ul style="list-style-type: none"> <li>○ Learning priorities are established by means of a structured and valid process within the contextual requirements</li> <li>○ Data is collected, collated, analysed, interpreted and the findings presented, in terms of the contextual requirements</li> <li>○ Consultative processes are facilitated, documented and reported on, as an integral component of the skills development facilitation processes</li> <li>○ Information and advice on skills development issues is presented and aligned with current skills development practices and requirements</li> <li>○ Learning is promoted in line with individual and organisational needs, using appropriate and effective communication techniques</li> <li>○ Learning and development reporting complies with the regulatory requirements of a specific sector education and training authority</li> <li>○ Ethical conduct is displayed through the adherence to quality and regulatory practices when compiling learning and development plans and reports</li> </ul>
13.	<b>Continuous Assessment &amp; Final Supervised Assessment (FISA)</b>	<p><b>Continuous Assessment</b></p> <p>Written &amp; Practical Test covering one or more knowledge and application topics where applicable.</p> <p>Continuous assessment will be conducted in the form of exercises, tasks, assignment and reports/presentations. A PoE may be used for continuous assessment.</p> <p><b>Final Supervised Assessment (FISA)</b> All learners gain entrance to the Final Integrated Supervised Assessment by successfully completing ALL modules/topics</p> <p>Format of FISA: A practical assessment integrating the relevant Exit Level outcomes, and verbal assessment of embedded knowledge by the assessor before, during or after the FISA.</p> <p>All FISAs must be supervised, and virtual FISAs must be recorded throughout the assessment.</p> <p>All Exit Level Outcomes must be covered in the FISA.</p> <p>The FISA may not contain any assessments used in the "Continuous Assessment" process (thus no re-assessment).</p>

		<p>Special considerations should be made for candidates with special learning needs.</p> <p>Standards for final practical tasks (FISA):</p> <p>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)</p> <p>FISA INSTRUMENT (Developed, Moderated and conducted by the SDP):</p> <p>In the Written Component, learners must be given real life scenarios in which they must demonstrate that they have knowledge in the following:</p> <ul style="list-style-type: none"> <li>• various learning barriers</li> <li>• various social barriers</li> <li>• appropriate learning intervention</li> <li>• Assessments</li> <li>• Relevant Legislative bodies.</li> <li>• Monitoring and evaluation of Skills Development Activities</li> </ul> <p>in order to respond to challenges/issues/problems in the scenarios. This assessment should be a maximum 3 hours. Learners must achieve a pass mark of 60%</p> <p>In a simulated environment, the candidates must be given an incomplete/incorrect Workplace Skills Plan. Candidates must be able to analyse the documents provided in order to recommend corrective actions. This should be done over a maximum of 3 hours. A rubric for this task must be designed and candidates must achieve a rubric method of 100%.</p> <p>Whilst conducting the 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"> <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>
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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 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 completion may lead to opportunities for employment and self-employment in the highly legislated and regulated Skills Development arena. Public and private organisations employ Skills Development Facilitation Practitioners on a full time and 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"> <li>• Learning and Development Facilitator, NQF Level 5, Credits 36</li> <li>• Assessment Practitioner, NQF Level 5, Credits 20</li> <li>• Work Based Learning and Development Practitioner, NQF Level 5, Credits 30</li> </ul>
16.	<b>Skills Development Provider Accreditation Requirements</b>	<p><i>Physical Requirements:</i></p> <ul style="list-style-type: none"> <li>• Learning and development resources aligned to the scope and content of the module</li> <li>• Learner assessment resources (database, tools, records)</li> </ul> <p><i>Human Resource Requirements:</i></p> <ul style="list-style-type: none"> <li>• Access to facilitators of learning with subject matter expertise as evident from professional designations, or experiential competence or prior qualifications</li> <li>• Access to assessment expertise in terms of subject matter related prior learning, experience and credibility</li> </ul>

		<p><i>Legal Requirements:</i></p> <ul style="list-style-type: none"><li>• Access to facilities that comply with occupational health and safety standards where contact learning or assessment sessions are delivered</li></ul>
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