Curriculum Document		
Curriculum Code	**Curriculum Title**	
900095-000-00-00	**Learning and Development Facilitator**	

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SECTION 1: CURRICULUM SUMMARY

1. Occupational Information

1.1 Associated Occupation/s

242401: Training and Development Professional

1.2 Occupation/s or Specialisation/s Addressed

242401-001: Training and Development Practitioner

1.3 Skills Programme Addressed by this Curriculum

SP242401-001-00-01: Learning and Development Facilitator

1.4 Alternative Titles used by Industry

- None

2. Curriculum Information

2.1 Curriculum Structure

This qualification is made up of the following compulsory Knowledge and Practical Skill Modules:

Knowledge Modules:

- 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

Total number of credits for Knowledge Modules: 16

Practical Skill Modules:

- 242401001-PM-04, Facilitate different methodologies, training styles and techniques within an occupational learning context, NQF Level 5, Credits 12

Total number of credits for Practical Skill Modules: 12

This qualification also requires the following Work Experience Modules:

- 242401001-WM-04, Facilitate an occupational learning session, NQF Level 5, Credits 8

Total number of credits for Work Experience Modules: 8

2.2 Entry Requirements

NQF level 4 with Communications

SECTION 2: OCCUPATIONAL PROFILE

1. Occupational/Skills Programme Purpose

A Learning and Development Facilitator plans, selects and adapts learning resources required for the delivery of learning interventions in an occupational context.

2. Occupational Tasks

- None

3. Occupational Task Details

3.1. None

Unique Product or Service:

- None

Occupational Responsibilities:

- None

Occupational Contexts:

- None

SECTION 3: CURRICULUM COMPONENT SPECIFICATIONS
SECTION 3A: KNOWLEDGE MODULE SPECIFICATIONS

List of Knowledge Modules for which Specifications are included

- 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

1. 242401001-KM-01, The statutory learning and development environment, NQF Level 5, Credits 8

1.1 Purpose of the Knowledge Modules

The main focus of the learning in this knowledge module is to build an understanding of the statutory environment that regulates the South African training and development environment.

The learning will enable learners to demonstrate an understanding of:

- KM-01-KT01: The statutory framework that governs the South African Qualification Authority (20%)
- KM-01-KT02: The statutory and regulatory framework that governs the occupational skills development environment (30%)
- KM-01-KT03: The statutory and regulatory framework that governs skills development funding (25%)
- KM-01-KT04: National occupational skills development structures, policies and priorities (25%)

1.2 Guidelines for Topics

1.2.1. KM-01-KT01: The statutory framework that governs the South African Qualification Authority (20%)

Topic elements to be covered include:

- KT0101 Historic developments
- KT0102 Overview of the legislative framework
- KT0103 SAQA roles and responsibilities
- KT0104 Key SAQA policies
- KT0105 Lifelong learning and workplace integrated learning
- KT0106 The National Learner Records Database
- KT0107 The NQF and Level descriptors
- KT0108 Sub frameworks and quality councils
- KT0109 Government structures and departmental roles and functions in skills development
- KT0110 SAQA registered qualifications
- KT0111 Statutory and non-statutory professional bodies and designations

Internal Assessment Criteria and Weight

- IAC0101 Key SAQA policies and guideline documents are contextualised and explained
- IAC0102 The NQF and level descriptors are interpreted, contextualised and explained

(Weight 20%)

1.2.2. KM-01-KT02: The statutory and regulatory framework that governs the occupational skills development environment (30%)

Topic elements to be covered include:

- KT0201 Overview of the statutory and regulatory framework (SDAct, SDLAct, BBBEE Act, EE Act, NQF Act)
- KT0202 The Quality Council for Trades and Occupations
- KT0203 Sector Education and Training Representative Bodies
- KT0204 Key QCTO policies and guidelines (DQP, AQP, Provider Accreditation)
- KT0205 Learning programs, delivery models and policies
- KT0206 Foundational Learning Competence Part Qualifications

Internal Assessment Criteria and Weight

- IAC0201 The scope and application of the legislative and regulatory requirements are explained for different role players, context and structures
- IAC0202 Key policies and guidelines of the QCTO are described
- IAC0203 The skills delivery environment in SA are explained in terms of different role players, trends and delivery models
- IAC0204 Foundational Learning competence is explained in terms of scope and application

(Weight 30%)

1.2.3. KM-01-KT03: The statutory and regulatory framework that governs skills development funding (25%)

Topic elements to be covered include:
- KT0301 The legislative and regulatory framework
- KT0302 Levy payment and distribution provisions
- KT0303 The statutory levy grant provisions for mandatory and discretionary grants
- KT0304 Funding incentives

Internal Assessment Criteria and Weight
- IAC0301 The scope and application of the statutory and regulatory provisions are interpreted and explained in terms of contextual application
- IAC0302 The provisions regarding levy payments and funding incentives regarding grants are illustrated

(Weight 25%)

1.2.4. KM-01-KT04: National occupational skills development structures, policies and priorities (25%)

Topic elements to be covered include:
- KT0401 The National Skills Fund
- KT0402 The National Skills Development Strategy
- KT0403 National transformational frameworks, plans and documents

Internal Assessment Criteria and Weight
- IAC0401 The scope and application of the national structures are illustrated
- IAC0402 The National Skills Development Strategy is summarised in terms of national priorities and targets
- IAC0403 National transformational initiatives are interpreted

(Weight 25%)

1.3 Provider Programme Accreditation Criteria

Physical Requirements:
- Learning and development resources aligned to the scope and content of the module
- Learner assessment resources (database, tools, records)

Human Resource Requirements:
- 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

Legal Requirements:

- Access to facilities that comply with occupational health and safety standards where contact learning or assessment sessions are delivered

1.4 Exemptions

- No exemptions are currently recognised for any of the listed knowledge modules. An RPL approach is recommended for all listed knowledge modules.

2. 242401001-KM-04, Facilitation of learning in occupational contexts, NQF Level 5, Credits 8

2.1 Purpose of the Knowledge Modules

The main focus of the learning in this knowledge module is to build an understanding of the knowledge required to facilitate learning and development in a variety of occupational contexts to learners with different needs.

The learning will enable learners to demonstrate an understanding of:

- KM-04-KT01: Principles and models for facilitation planning and preparation (30%)
- KM-04-KT02: Facilitation principles, techniques and tools (50%)
- KM-04-KT03: Evaluating, reviewing and reporting on facilitation (20%)

2.2 Guidelines for Topics

2.2.1. KM-04-KT01: Principles and models for facilitation planning and preparation (30%)

Topic elements to be covered include:

- KT0101 Occupational curriculum, qualification and learning program outcome analysis
- KT0102 Target group analysis
- KT0103 Facilitation plans (scheduling, logical sequencing and flow of concepts, lesson plans, group and individual activities)
- KT0104 Learning environment (including resources, cost effectiveness, impact on environment, use of blended learning and other methods)

Internal Assessment Criteria and Weight

- IAC0101 Facilitation planning and preparation practices within an occupational context are explained

(Weight 30%)

2.2.2. KM-04-KT02: Facilitation principles, techniques and tools (50%)

Topic elements to be covered include:

- KT0201 Adult learning and facilitation principles, models and theories
- KT0202 Facilitation tools and techniques (such as encouraging communication, questioning, verbal and non-verbal communications, professional and ethical conduct, technology usage, flip charts, managing conflict and diversity)
- KT0203 Key facilitation concepts (group dynamics, classroom management, inclusive education)
- KT0204 Learning application and internalisation concepts (such as experiential learning, presentations, role play, case studies, group work, guided investigations, field work, experiments, project-based assignments, distance, RPL and research, scenario-based activities, observation)
- KT0205 Best practice facilitation concepts and practices

Internal Assessment Criteria and Weight

- IAC0201 Adult learning principles and concepts within an occupational context are summarised
- IAC0202 The key elements of a good presentation for the purposes of skills transfer in an specific occupational context are identified
- IAC0203 Learning environment control concepts and practices are listed and explained
- IAC0204 Learning application and internalisation concepts are reflected upon

(Weight 50%)

2.2.3. KM-04-KT03: Evaluating, reviewing and reporting on facilitation (20%)

Topic elements to be covered include:

- KT0301 Review models and processes (learner response, peer review, self-evaluation, client feedback, assessment results)
- KT0302 Best reviewing, reporting and feedback practices for continual improvement

Internal Assessment Criteria and Weight

- IAC0301 Learning intervention review concepts are interpreted in terms of continuous quality improvement concepts

(Weight 20%)

2.3 Provider Programme Accreditation Criteria

Physical Requirements:

- Learning and development resources aligned to the scope and content of the module
- Learner assessment resources (database, tools, records)

Human Resource Requirements:

- 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

Legal Requirements:

- Access to facilities that comply with occupational health and safety standards where contact learning or assessment sessions are delivered

2.4 Exemptions

- No exemptions are currently recognised for any of the listed knowledge modules. An RPL approach is recommended for all listed knowledge modules.

SECTION 3B: PRACTICAL SKILL MODULE SPECIFICATIONS

List of Practical Skill Module Specifications

- 242401001-PM-04, Facilitate different methodologies, training styles and techniques within an occupational learning context, NQF Level 5, Credits 12

1. 242401001-PM-04, Facilitate different methodologies, training styles and techniques within an occupational learning context, NQF Level 5, Credits 12

1.1 Purpose of the Practical Skill Modules

The focus of the learning in this module is on providing the learner an opportunity to gain competencies related to the facilitation of adult learning within an occupational context.

The learner will be required to:

- PM-04-PS01: Plan and prepare to facilitate a learning intervention
- PM-04-PS02: Facilitate the learning intervention
- PM-04-PS03: Reflect on the effectiveness of own facilitator role

1.2 Guidelines for Practical Skills

1.2.1. PM-04-PS01: Plan and prepare to facilitate a learning intervention

Scope of Practical Skill

Given a contextual simulation, the learner must be able to:

- PA0101 Plan a process to collect information and administer a baseline needs assessment to determine the level and nature of the learning needs of the target group
- PA0102 Evaluate and collate the information collected into a profile for the target group
- PA0103 Select and motivate a learning intervention that will best serve the profile of the learners and outcomes identified
- PA0104 Compile a referral letter for learners who cannot be accommodated due to physical or personal barriers to learning
- PA0105 List all required resources required including venue, materials, equipment

Applied Knowledge

- AK0101 Barriers to learning
- AK0102 Purposes of baseline assessments and interpretation of results
- AK0103 Learner profiles

Internal Assessment Criteria

- IAC0101 Planning and preparation demonstrates an understanding of a target needs analysis and associated implication for learning program design

1.2.2. PM-04-PS02: Facilitate the learning intervention

Scope of Practical Skill

Given the required resources and a simulated situation attended by a number of persons, the learner must be able to:

- PA0201 Manage and direct learning activities
- PA0202 Manage learner behaviour and group dynamics
- PA0203 Select and use a range of facilitation techniques appropriate to the identified training objective and target audience
- PA0204 Manage the learning environment and resources
- PA0205 Organise and sequence the session within the required timeframe
- PA0206 Use communication skills and technology to suit the target audience

Applied Knowledge

- AK0201 Facilitation practices and techniques
- AK0202 Adult learning concepts and practices

- AK0203 Use of technology

- AK0204 Use of learning aids

- AK0205 Approaches to handling learner behaviour and group dynamics

- AK0206 Communication skills

- AK0207 Group work dynamics

Internal Assessment Criteria

- IAC0201 Presentation techniques and choice are explained and justified

- IAC0202 Learning activities are directed in accordance with accepted adult learning principles and strategies that promote learning

- IAC0203 A session is facilitated in a structured and efficient manner that meets the outcomes of the interventions, the needs of learners and ensures the physical and psychological safety of the learners

- IAC0204 Dysfunctional interactions in the learning group are identified and minimised

1.2.3. PM-04-PS03: Reflect on the effectiveness of own facilitator role

Scope of Practical Skill

Given a contextually simulated environment, the learner must be able to:

- PA0301 Compile an evaluation sheet to review the effectiveness of own facilitation

- PA0302 Consolidate, evaluate and reflect on completed responses

- PA0303 Formulate improvement areas and develop an improvement plan

- PA0304 Compile a management report on the learning intervention

Applied Knowledge

- AK0301 Facilitation evaluation sheet

- AK0302 Formulate and structure questions to encourage dialogue

- AK0303 Report writing

Internal Assessment Criteria

- IAC0301 Learner and stakeholder feedback on facilitated learning is sought and critically analysed against review criteria

- IAC0302 Recommendations for improvement in future interventions are formulated, including the possibility of remedial actions

1.3 Provider Programme Accreditation Criteria

Physical Requirements:

- Learning and development resources aligned to the scope and content of the module

- Learner assessment resources

Human Resource Requirements:

- 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

Legal Requirements:

- Access to facilities that comply with occupational health and safety standards where contact learning sessions are delivered and included in the delivery model of this module

1.4 Exemptions

- No exemptions are currently recognised for any of the listed knowledge modules. An RPL approach is recommended for all listed knowledge modules.

SECTION 3C: WORK EXPERIENCE MODULE SPECIFICATIONS

List of Work Experience Module Specifications

- 242401001-WM-04, Facilitate an occupational learning session, NQF Level 5, Credits 8

1. 242401001-WM-04, Facilitate an occupational learning session, NQF Level 5, Credits 8

1.1 Purpose of the Work Experience Modules

The focus of the work experience is on providing the learner an opportunity to:

Gain exposure and experience in facilitation of a learning and development session in an authentic work environment.

The learner will be required to:

- WM-04-WE01: Facilitate a contextualised learning and development session under the guidance of a subject matter expert

1.2 Guidelines for Work Experiences

1.2.1. WM-04-WE01: Facilitate a contextualised learning and development session under the guidance of a subject matter expert

Scope of Work Experience

The person will be expected to engage in the following work activities:

- WA0101 Attend at least two learning and development sessions facilitated by an third party and compile a report on key lessons about cooperative learning learned during the sessions

- WA0102 Prepare for and facilitate a knowledge-focused session using appropriate techniques

- WA0103 Prepare for and facilitate a practical-focused session using appropriate techniques

Supporting Evidence

- SE0101 Evaluation report by subject matter expert

- SE0102 Portfolio of evidence

1.3 Contextualised Workplace Knowledge

1 Workplace practices, processes and procedures

1.4 Criteria for Workplace Approval

Physical Requirements:

- The capacity to provide experiential learning and development opportunities to the candidate in all the areas listed within the scope of this module

- Experiential learning and development opportunities can be available in a specific workplace or through agreements established between different workplaces or between the candidate and a specific workplaces

Human Resource Requirements:

- Access to subject matter expertise to provide support and guidance to the candidate through formal employment relations or through a contractual agreement established with a third party.

- Subject matter expertise is evident from professional designations, or experiential competence or prior qualifications

Legal Requirements:

- Access to facilities that comply with occupational health and safety standards where contact learning sessions are delivered and included in the delivery model of this module

1.5 Additional Assignments to be Assessed Externally

The experiential learning components of this curriculum are structured as specific assignments to be completed by the candidate. All assignments will be submitted to and evaluated by the subject matter expertise appointed to provide support and guidance to the candidate. A portfolio of evidence that comprises of supporting documents, completed assignments, accompanied by an evaluation report completed by the appointed subject matter experts, will be required to meet the eligibility requirements for access to the final integrated external assessment.

SECTION 4: STATEMENT OF WORK EXPERIENCE

Curriculum Code:	SP242401-001-00-01
Curriculum Title:	Learning and Development Facilitator

Learner Details	
Name:	
ID Number:	

Employer Details	
Company Name:	
Address:	
Supervisor Name:	
Work Telephone:	
E-Mail:	

242401001-WM-04, Facilitate an occupational learning session, NQF Level 5, Credits 8

WM-04-WE01	Facilitate a contextualised learning and development session under the guidance of a subject matter expert		
	Scope Work Experience	Date	Signature
WA0101	Attend at least two learning and development sessions facilitated by an third party and compile a report on key lessons about cooperative learning learned during the sessions		
WA0102	Prepare for and facilitate a knowledge-focused session using appropriate techniques		
WA0103	Prepare for and facilitate a practical-focused session using appropriate techniques		
	Supporting Evidence	Date	Signature
SE0101	Evaluation report by subject matter expert		
SE0102	Portfolio of evidence		

	Contextualised Workplace Knowledge	Date	Signature
1	Workplace practices, processes and procedures		

	Additional Assignments to be Assessed Externally	Date	Signature