

Learning and Development Facilitator

» ENTRY REQUIREMENTS

Competent in communication (NQF level 4);

» ASSESSMENT

The Portfolio of Evidence includes formal assessments as well as the internal summative assessments. Formal assessments refer to the class activities that serve to practice specific skills that are required from learners. Internal summative assessments need to be completed upon the conclusion of the module.

After completion of the knowledge and practical modules, the learner will be required to complete a work experience module which is achieved through exposure in a suitable work environment.

Once the work experience module has been completed the learner will submit a portfolio of evidence. If found competent, the learner will receive a Statement of Results which will give the learner entrance to the FISA exam

» ABOUT US

Pro-Active College excels in the education, training and development of public and private sector officials. With its strong focus on practical workplace skills, Pro-Active College strives to facilitate measurable improvements in the productivity of client organisations.

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



Designed and developed by Pro-Active College, this skills programme is accredited with QCTO ID/OFO Code: SP-220319



NQF Level 5

Credits: 36

Contact session: 5 days



How to become a Learning and Development Facilitator:

1. Register and attend this skills programme
2. Successfully complete the following modules:
 - a. Knowledge Module
 - b. Practical Module
 - c. Workplace Module
3. Compile and submit Portfolio of Evidence for assessment.
4. Successfully complete the final summative assessment (FISA)



CERTIFICATION

QCTO will issue a certificate after successful completion of the FISA exam

PROGRAMME OUTCOMES

Module	Purpose of the Module
242401001-KM-01, The statutory learning and development environment	<ul style="list-style-type: none"> • KM-01-KT01: The statutory framework that governs the South African Qualification Authority • KM-01-KT02: The statutory and regulatory framework that governs the occupational skills development environment • KM-01-KT03: The statutory and regulatory framework that governs skills development funding • KM-01-KT04: National occupational skills development structures, policies and priorities
242401001-KM-04, Facilitation of learning in an occupational	<ul style="list-style-type: none"> • KM-04-KT01: Principles and models for facilitation planning and preparation • KM-04-KT02: Facilitation principles, techniques and tools • KM-04-KT03: Evaluating, reviewing and reporting on facilitation
242401001-PM-03, Plan the delivery of an occupational learning intervention	<ul style="list-style-type: none"> • PM-03-PS01: Plan the delivery of a learning intervention • PM-03-PS02: Evaluate and adapt the learning resources for the delivery of the learning intervention
242401001-PM-04, Facilitate different methodologies, training styles and techniques within an occupational learning context	<ul style="list-style-type: none"> • 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
242401001-WM-03, Conduct learning and development planning and implementation processes	<ul style="list-style-type: none"> • WM-03-WE01: Complete an assignment in an authentic work environment on learning and development planning and implementation processes under the guidance of a subject matter expert
242401001-WM-04, Facilitate an occupational learning session	<ul style="list-style-type: none"> • WM-04-WE01: Facilitate a contextualised learning and development session under the guidance of a subject matter expert

PROGRAMME OUTLINE



LEARNING UNIT ONE

The Statutory learning and development environment in South Africa

1. The statutory framework that governs the South African Qualifications Authority
2. The statutory and regulatory framework that governs the occupational skills development environment.
3. The statutory and regulatory framework that governs skills development funding
4. National occupational skills development structures, policies, and priorities



LEARNING UNIT TWO

An introduction to learning

- 2.1 What is learning?
- 2.2 Learning theories
- 2.3 Inclusive education and diversity



LEARNING UNIT THREE

Plan and Facilitate learning in an occupational context

- 3.1 Qualifications and unit standards
- 3.2 Various modes of delivering training
- 3.3 Best practise facilitation concepts and practices
- 3.4 Plan and prepare for facilitation
- 3.5 Facilitation methods
- 3.6 Facilitation skills
- 3.7 Professional and ethical conduct
- 3.8 Learning methodologies
- 3.9 Facilitate learning
- 3.10 Group learning facilitation



LEARNING UNIT FOUR

Evaluate, Review and Report on Facilitation

- 4.1 What is a learning intervention?
- 4.2 What does the word 'evaluate' mean?
- 4.3 Review models
- 4.4 How do you measure the impact of your training and development programme?
- 4.5 The evaluation process

