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SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED UNIT STANDARD:

Facilitate learning using a variety of given methodologies

SAQA US ID	UNIT STANDARD TITLE			
117871	Facilitate learning using a variety of given methodologies			
ORIGINATOR				
SGB Occupationally-directed ETD Practitioners				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
-				
FIELD			SUBFIELD	
Field 05 - Education, Training and Development			Adult Learning	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	Level TBA: Pre-2009 was L5	10
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2018-07-01	2023-06-30	SAQA 06120/18
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2024-06-30		2027-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard replaces:

US ID	Unit Standard Title	Pre-2009 NQF Level	NQF Level	Credits	Replacement Status
9957	Facilitate learning using a variety of methodologies	Level 5	Level TBA: Pre-2009 was L5	18	

PURPOSE OF THE UNIT STANDARD

This unit standard will provide recognition for those who facilitate or intend to facilitate learning using a variety of given methodologies. Formal recognition will enhance their employability and also provide a means to identify competent learning facilitators.

People credited with this unit standard are able to:

- Plan and prepare for facilitation;
- Facilitate learning; and
- Evaluate learning and facilitation.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

The credit calculation is based on the assumption that learners are already competent in the learning area in which they will provide training.

UNIT STANDARD RANGE

1. Practitioners are required to demonstrate that they can perform the specific outcomes with understanding and reflexivity. However, at this level they will have internalised the "rules" or principles, which inform what they do, and will not longer be operating consciously with such rules.
2. The specific outcomes should be performed in line with an established approach for facilitating learning using a variety of methodologies. At this level practitioners should be able to describe two alternative facilitation methodologies, to explain how their performance would differ when using the different methodologies, and to justify their choice of methodology.
3. At this level, practitioners should be able to relate knowledge beyond their occupational and ETD competences to the performance of the ETD competence described in this standard.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Plan and prepare for facilitation.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Analysis of learners and learning needs reveals the key elements of learning required to achieve defined outcomes. The learning outcomes are confirmed to meet stakeholder objectives.

ASSESSMENT CRITERION RANGE

Stakeholders may include but are not limited to - learners, trainer, colleagues, supervisors, management, quality assurance staff, health and safety staff.

ASSESSMENT CRITERION 2

Plans cater for the needs of learners and stakeholders, possible learning barriers, previous learning experiences, literacy and numeracy levels, language, culture, special needs and different learning styles.

ASSESSMENT CRITERION 3

Resources, locations, and personnel are arranged to suit intended delivery.

ASSESSMENT CRITERION 4

Learning material is prepared to suit the purpose of the facilitated activities and the agreed outcomes.

ASSESSMENT CRITERION RANGE

Learning material could include notes, diagrams, worksheets, audio and visual aids and models

ASSESSMENT CRITERION 5

Facilitation methods selected are appropriate to the learners and agreed learning outcomes. Descriptions are provided of a variety of facilitation methodologies in terms of their essential approach and purpose, and selected methodologies are justified in terms of applicability to the identified learning needs.

ASSESSMENT CRITERION 6

Preparation of the facilitation process ensures the facilitator is ready to implement the process. This includes the availability of key questions, scenarios, triggers, challenges, problems, tasks and activities as is appropriate to the situation.

ASSESSMENT CRITERION 7

The learning environment is arranged to meet organisational and legislative requirements for safety and accessibility.

ASSESSMENT CRITERION 8

Review criteria are established and documented in accordance with organisation policies and procedures.

SPECIFIC OUTCOME 2

Facilitate learning.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Learning is facilitated in a coherent manner using appropriate methodologies in line with established principles associated with selected methodologies.

ASSESSMENT CRITERION 2

The learning environment and facilitation approach promotes open interaction and ensures learners are aware of expected learning outcomes and are active participants in their own learning.

ASSESSMENT CRITERION 3

The facilitation approach and use of facilitated activities enables learners to draw from and share their own experiences and work out and apply concepts for themselves.

ASSESSMENT CRITERION 4

Facilitation contributes to the development of concepts through participation and provides opportunities to practise and consolidate learning. Facilitation promotes the achievement of agreed learning outcomes by individuals while maintaining an emphasis on the manner and quality of the learning experience.

ASSESSMENT CRITERION 5

Groups are managed in line with facilitation principles and in a manner that maximises the strengths of group learning while recognising the needs and requirements of individual members.

ASSESSMENT CRITERION 6

Questioning techniques are consistent with the facilitation approach, promote learner involvement and contribute towards the achievement of learning outcomes.

ASSESSMENT CRITERION 7

Opportunities are created to monitor learner's progress in terms of the agreed outcomes, and where

possible facilitate the gathering of evidence for assessment purposes. Where necessary, modifications are made to the facilitation approach to ensure the learners' needs are addressed.

SPECIFIC OUTCOME 3

Evaluate learning and facilitation.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

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

ASSESSMENT CRITERION 2

The review reveals strengths and weaknesses of the planning, preparation and facilitation of learning.

ASSESSMENT CRITERION 3

Review includes useful recommendations for improvement in future interventions, including the possibility of remedial actions.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

1. Assessors for this unit standard must be registered with the relevant ETQA.
2. Providers of learning towards this unit standard must be accredited through the relevant ETQA by SAQA.
3. Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The following knowledge is embedded within the unit standard, and will be assessed directly or implicitly through assessment of the specific outcomes in terms of the assessment criteria:

- The sector and workplace skills plans.
- At least three methodologies for facilitating learning.
- Strategies, techniques and activities for using the kinds of support materials and/or equipment appropriate to facilitation methodologies.
- Methods for evaluating learning and facilitation.
- Psychology of group dynamics.
- Outcomes-based approach to learning.
- Forms of practice that promote the values described in the Bill of Rights and the principles underpinning the National Qualifications Framework and Employment Equity Act.

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Solve problems - dealing with issues of diversity and potential conflict in learning situations, including different rates of progression for different learners and cultural and linguistic diversity; Identifying the limitations of particular methodologies or activities and developing alternative ways of dealing with these.

UNIT STANDARD CCFO WORKING

Work effectively with others and in teams - this outcome will be demonstrated by:

- Interacting with learners in a manner which promotes effective learning; and
- Identifying team roles to plan own participation

UNIT STANDARD CCFO ORGANISING

Organise and manage oneself and one's activities responsibly and effectively - this outcome will be demonstrated through the general and specific activities related to planning and organising the facilitation sessions.

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organise and critically evaluate information - this outcome will be demonstrated when candidates analyse information on learner needs in order to plan appropriate facilitation sessions.

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively using visual, mathematical and/or language skills -- this outcome will be demonstrated by:

- Ensuring the learner clearly understands the role he/she is to play and what is expected of him/her; and
- Being culturally sensitive when communicating.

UNIT STANDARD CCFO SCIENCE

Use science and technology - Understanding the education and training potential of various technologies and demonstrating their effective use in promoting learning.

UNIT STANDARD ASSESSOR CRITERIA

N/A

REREGISTRATION HISTORY

As per the SAQA Board decision/s at that time, this unit standard was Reregistered in 2012; 2015.

UNIT STANDARD NOTES

This unit standard replaces 9957, "Facilitate learning using a variety of methodologies", Level 5, 18 credits.

QUALIFICATIONS UTILISING THIS UNIT STANDARD:

	ID	QUALIFICATION TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	STATUS	END DATE	PRIMARY OR DELEGATED QA FUNCTIONARY
Core	57428	Further Education and Training Certificate: Youth Development	Level 4	NQF Level 04	Reregistered	2023-06-30	ETDP SETA
Core	61349	National Certificate:	Level 5	Level	Reregistered	2023-	CATHSSETA

		Heritage Resource Management		TBA: Pre-2009 was L5		06-30	
Core	49626	National Certificate: Landcare Facilitation	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	AgriSETA
Core	50334	National Certificate: Occupationally Directed Education Training and Development Practices	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	ETDP SETA
Core	57427	National Certificate: Youth Development	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	ETDP SETA
Core	58802	National Diploma: Disability Employment Practice	Level 5	NQF Level 05	Passed the End Date - Status was "Reregistered"	2020-07-30	SABPP
Core	61592	National Diploma: Human Resources Management and Practices	Level 5	NQF Level 05	Passed the End Date - Status was "Reregistered"	2020-07-30	As per Learning Programmes recorded against this Qual
Core	50333	National Diploma: Occupationally Directed Education, Training and Development Practices	Level 5	NQF Level 05	Passed the End Date - Status was "Reregistered"	2020-07-30	ETDP SETA
Core	50330	Bachelor: Occupationally Directed Education Training and Development Practices	Level 6	NQF Level 07	Reregistered	2021-06-30	As per Learning Programmes recorded against this Qual
Core	50331	National Certificate: Occupationally Directed Education, Training and Development Practices	Level 6	Level TBA: Pre-2009 was L6	Reregistered	2023-06-30	ETDP SETA
Elective	61669	Further Education and Training Certificate: Community Water, Health and Sanitation Facilitation	Level 4	NQF Level 04	Reregistered	2023-06-30	EWSETA
Elective	65989	Further Education and Training Certificate: Human Settlements Development	Level 4	NQF Level 04	Reregistered	2023-06-30	CETA
Elective	61509	Further Education and Training Certificate: Lifeguarding	Level 4	NQF Level 04	Reregistered	2023-06-30	CATHSSETA
Elective	57713	Further Education	Level 4	NQF	Reregistered	2023-	SAS SETA

		and Training Certificate: Specialist Security Practices		Level 04		06-30	
Elective	83446	National Certificate: Electronics	Level 5	NQF Level 05	Reregistered	2023-06-30	MICTS
Elective	58978	National Certificate: Journalism	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	MICTS
Elective	57805	National Certificate: Public Sector Employment and Skills Development Practices	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	PSETA
Elective	57631	National Certificate: Radiation Protection	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	EWSETA
Elective	60309	National Certificate: Sport Management	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	CATHSSETA
Elective	63249	National Diploma: Agricultural Extension	Level 5	NQF Level 05	Passed the End Date - Status was "Reregistered"	2020-07-30	AgriSETA
Elective	22902	National Diploma: Environmental Education, Training and Development Practice	Level 5	NQF Level 05	Passed the End Date - Status was "Reregistered"	2020-07-30	ETDP SETA
Elective	59256	National Diploma: Flight Dispatch	Level 5	NQF Level 05	Passed the End Date - Status was "Reregistered"	2016-12-31	TETA
Elective	66109	National Diploma: Aircraft Performance Engineering	Level 6	NQF Level 06	Passed the End Date - Status was "Reregistered"	2016-12-31	TETA