

**FACILITATE LEARNING USING A
VARIETY OF METHODOLOGIES**

US 117871

NQF LEVEL: 5

CREDITS: 10

NOTIONAL HOURS: 100

POE GUIDE

| | |
|------------------------|--|
| Name | |
| Contact Address | |
| Telephone (H) | |
| Telephone (W) | |
| Facsimile | |
| Cellular | |

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CONTACT DETAILS

| | | | |
|--------------------------|--|------------------|---|
| Unit Standard: | 117871 | | |
| Course: | Facilitate learning using a variety of given methodologies | | |
| Assessor Details | | | |
| Name | | | |
| Branch | | Registration No: | |
| Contact Details | email: | | |
| | Phone: | | Fax: <input style="width: 100px;" type="text"/> |
| Moderator Details | | | |
| Name | | | |
| Branch | | | |
| Contact Details | email: | | Registration No: <input style="width: 100px;" type="text"/> |
| | Phone: | | Fax: <input style="width: 100px;" type="text"/> |
| Candidate Details | | | |
| Surname | | Name | <input style="width: 100px;" type="text"/> |
| College | | ID No | <input style="width: 100px;" type="text"/> |
| Branch | | | |
| Contact Details | email: | | |
| | Phone: | | Fax: <input style="width: 100px;" type="text"/> |

COMPETENCE

Congratulations on completing this programme. We sincerely hope you enjoyed the programme and that the learning experience was enriching.

The fact that you have attended training, however, is not sufficient evidence of your competence for us to award you a certificate and the credits attached to this programme. You are required to undergo assessment in order to prove your competence to achieve credits leading to a national qualification.

Being Declared Competent Entails:

Competence is the ability to perform whole work roles, to the standards expected in employment, in a real working environment.

There are three levels of competence:

- **Foundational competence:** an understanding of what you do and why.
- **Practical competence:** the ability to perform a set of tasks in an authentic context.
- **Reflexive competence:** the ability to adapt to changed circumstances appropriately and responsibly, and to explain the reason behind the action.

To receive a certificate of competence and be awarded credits, you are required to provide evidence of your competence by compiling a portfolio of evidence, which will be assessed by a SETA accredited assessor.

You Have to Submit a Portfolio of Evidence

A portfolio of evidence is a structured collection of evidence that reflects your efforts, progress and achievement in a specific learning area, and demonstrates your competence.

The Assessment of Your Competence

Assessment of competence is a process of making judgments about an individual's competence through matching evidence collected to the appropriate national standards. The evidence in your portfolio should closely reflect the outcomes and assessment criteria of the unit standards of the learning programme for which you are being assessed.

To determine a candidate's knowledge and ability to apply the skills before and during the learning programme, formative assessments are done to determine the learner's progress towards full competence. This normally guides the learner towards a successful summative (final) assessment to which both the assessor and the candidate only agree when they both feel the candidate is ready.

Should it happen that a candidate is deemed not yet competent upon a summative assessment, that candidate will be allowed to be re-assessed. The candidate can, however, only be allowed two reassessments.

When learners have to undergo re-assessment, the following conditions will apply:

Specific feedback will be given so that candidates can concentrate on only those areas in which they were assessed as not yet competent.

Re-assessment will take place in the same situation or context and under the same conditions as the original assessment.

Only the specific outcomes that were not achieved will be re-assessed.

Candidates who are repeatedly unsuccessful will be given guidance on other possible and more suitable learning avenues.

In order for your assessor to assess your competence, your portfolio should provide evidence of both your knowledge and skills, and of how you applied your knowledge and skills in a variety of contexts.

This Candidate's Assessment Portfolio directs you in the activities that need to be completed so that your competence can be assessed and so that you can be awarded the credits attached to the programme.

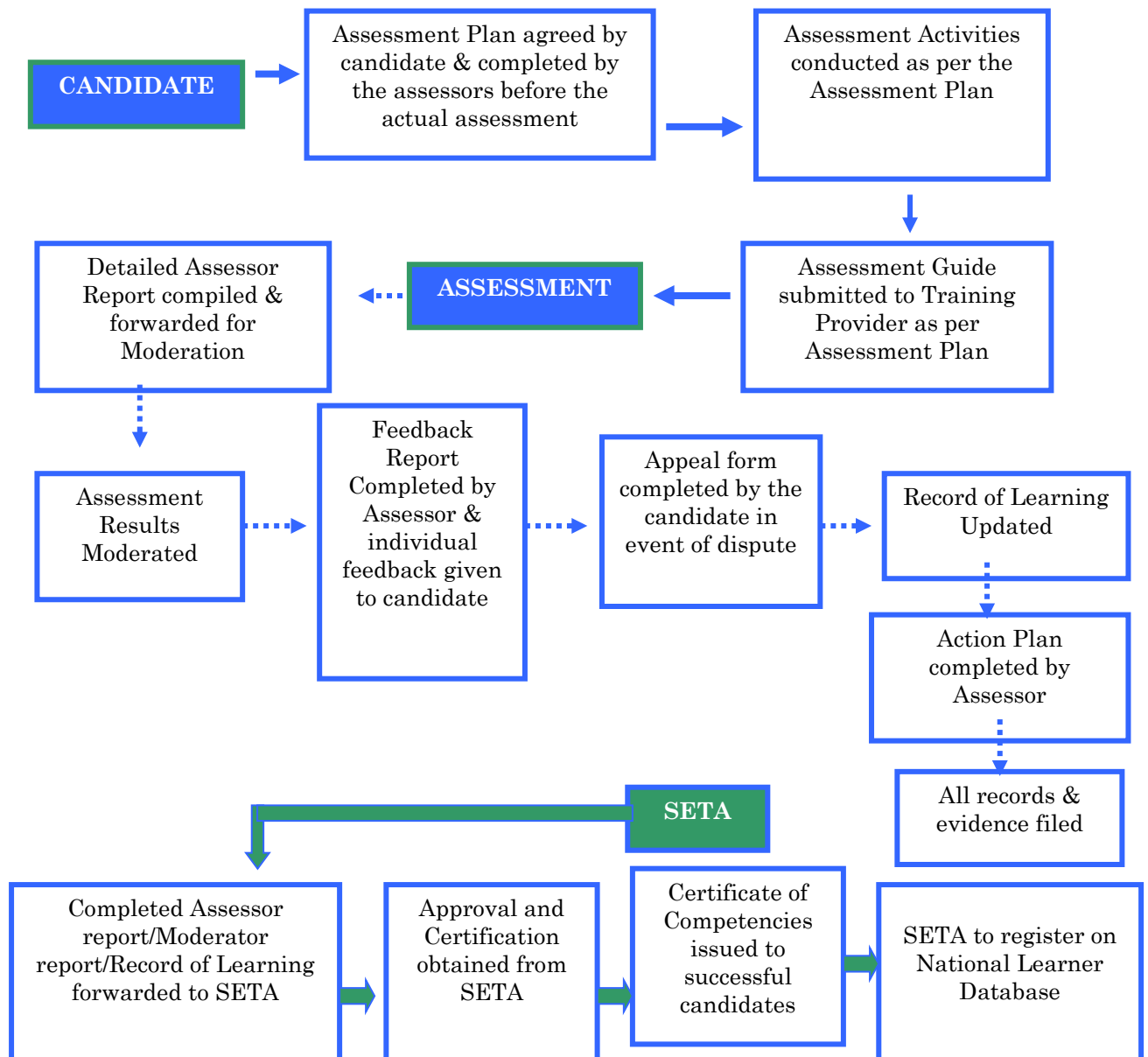
Appeals & Disputes

The candidate has the right to appeal against assessment decision or practice they regard as unfair. An Appeals and Disputes procedure is in place and communicated to all assessment candidates in order for them to appeal on the basis of:

- Unfair assessment
- Invalid assessment
- Unreliable assessment
- Unethical practices
- Inadequate expertise and experience of the assessor

Appeals have to be lodged in writing (Candidate Appeal Form) & submitted to the Training Provider internal moderator within 48 hours, following the assessment in question. The moderator will consider the appeal & make a decision regarding the granting of a re-assessment. The learner will be informed about the appeal-outcome within 3 days of lodging the appeal. Should the learner not be satisfied with the internal appeal outcome, the learner will be advised of the rights to refer the matter to the SETA ETQA.

ASSESSMENT PROCESS FLOW



ASSESSMENT STRATEGY

This assessment exercise will cover the outcomes required in order to achieve a competency certificate. The purpose of the assessment process is to gather enough evidence to prove all unit standard outcomes were achieved.

Competency will be assessed through class hands on tasks recorded in POE, input and performance based assessment, assignments which will require a fair amount of research and observation in essential embedded knowledge. Assessment evidence should be sufficient to prove that the candidate is competent in all require tasks set by the unit standards.

A summative assessment will be conducted at end of course to confirm assessment judgments. Principles of fairness, validity, practicability, reliability and consistency will be adhered to throughout.

| | | | |
|------------------------------|---|----------------------------|--------|
| Qualification | | Unit Standard Codes | 117871 |
| Level | Level 5 | Credits | 10 |
| Purpose of Assessment | <p>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.</p> <p>People credited with this unit standard are able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan and prepare for facilitation; <input type="checkbox"/> Facilitate learning; and <input type="checkbox"/> Evaluate learning and facilitation. | | |

| | | | | |
|------------------------------|---|------------------------------|------------------------------------|--|
| Assessment Procedures | <p>An integrated assessment approach will be followed to allow for practical and theoretical components. This entails the assessment of a number of unit standards, outcomes and criteria together in one assessment activity.</p> <p>Candidates are not only assessed against specific outcomes, but also on critical outcomes, attitudes and values.</p> <p>A summative competence judgment will be made on the basis of all assessment evidence produced, that proves that the candidate can be consistently judged as competent against the outcomes of the unit standards and the qualification as a whole.</p> <p>Candidates take responsibility for their own assessment and should notify the assessor when they are ready for assessment.</p> <p>Candidates will receive feedback after the summative assessment, which will be discussed after all assessments have been completed.</p> <p>All assessments will be reviewed to ensure that assessment practices are valid, fair, transparent, consistent and current.</p> <p>An Internal/External moderator will moderate assessment practices. The SETA will also conduct external moderation.</p> | | | |
| Context of Assessment | Assessment Methods | Assessment Conditions | Who will conduct assessment | Assessment results and feedback |
| | <p>Written assessments (exercises; assignments; projects)</p> <p>Oral Observation checklist</p> | Input based assessments | Assessor | 2 weeks after successful submission |

ASSESSMENT PREPARATION

Preparing the Candidate

| | | | |
|--|--|---------------------|------------------------|
| Name of Candidate | | Date | |
| | | Time | |
| Name of Assessor | | Venue | |
| How to prepare the candidate | Document Requirements | Agree (tick) | Action Required |
| Explain to the candidate why you are meeting and the purpose of the assessment. | NQF Framework Assessment process | | |
| Discuss the assessment plan in detail. | Assessment strategy | | |
| Explain assessment process, show assessment instruments to candidate and describe assessment conditions. | Assessment instruments | | |
| Identify the role-players during assessment. | Assessors Moderator | | |
| Describe the evidence required to be declared competent. | Examples of evidence | | |
| Explain how evidence will be judged. | | | |
| Explain to the candidate how to prepare: Give candidate summative task description. | Summative task description | | |
| Confirm with the candidate what he/she should bring to the assessment. | Detailed briefing on exact requirements to be given to candidate | | |
| Ensure that candidate understands the procedures of all assessment practices. | Appeals procedure Moderation procedure Assessment policy | | |
| Ask the candidate if he/she foresees any problems or identify any special needs. | List needs | | |
| Check with candidate that he/she clearly understands the assessment procedure. | | | |
| Comments or questions: | | | |
| | | | |
| | | | |

AGREED ASSESSMENT PLAN

| | | | |
|---|---|--------------------------------|---|
| Candidate's Name: | | | |
| Assessor's Name: | | | |
| Unit Standard Title: | Facilitate learning using a variety of given methodologies | | |
| Special Assessment Requirements | | | |
| Event | Date, time and location | Resources required | Evidence to be generated |
| Attend Training. | | Training material, Facilitator | Attendance Register |
| Complete formative assessment | | Formative assessment workbook | Completed portfolio of evidence |
| Complete summative assessment | | Summative assessment workbook | Completed portfolio of evidence |
| Submit Portfolio of Evidence to Training Provider | | | Acknowledgement of receipt from Training Provider |
| Assessor roles and responsibility | | | |
| Roles | Assessor Guide Feedback Agent Reviewer | | |
| Responsibilities | <p>Consult candidate re assessment, assessment process and plan.</p> <p>Agree assessment process and plan with candidate.</p> <p>Forward documentation to candidate: plan, guide and assessment instruments.</p> <p>Assess candidate with the use of different instruments.</p> <p>Provide feedback on assessment findings.</p> <p>Support candidate through assessment process.</p> <p>Source feedback from candidate on assessment process.</p> <p>Review assessment process and outcome.</p> <p>Use assessment process as opportunity to transform assessment activities and outcomes.</p> | | |
| Candidate roles and responsibility | | | |
| Roles | Candidate Feedback agent Reviewer | | |

| | | |
|--|--|------|
| Responsibilities | <p>Be available for assessment.</p> <p>Be actively involved in the consultative process.</p> <p>Learn from the assessment process.</p> <p>Provide feedback to the assessor in terms of the assessment as learning activity.</p> <p>Provide feedback to the assessor on the efficacy of the assessment process.</p> <p>Review own role and assessor role in the assessment process.</p> | |
| Assessment Instruments | <p>Portfolio of evidence</p> <p>Observation checklist</p> <p>Questioning</p> | |
| Assessment Process | | |
| Step | | Date |
| <p>Evaluation of POE addressing Essential Embedded Knowledge in unit standards.</p> <p>Evaluation of Research Projects and other evidence address specific unit standards.</p> <p>Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage.</p> <p>Observation: feedback on assessment against specific outcomes, critical outcomes in unit standards.</p> <p>Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence.</p> <p>Feedback to candidate regarding assessment findings as well as review process.</p> | | |
| Feedback | <p>Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the candidate during assessment activities.</p> | |
| Recording Process | <p>Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification.</p> | |
| Review Process | <p>The review process is the responsibility of the assessor and the candidate. Joint reviewing will take place after feedback has been given to the candidate.</p> | |
| Right to appeal | <p>The candidate must be advised of the right to appeal.</p> | |
| Accessibility and safety of environment | Step | Date |
| | <p>Site inspection conducted.</p> <p>Pre-assessment moderation conducted.</p> | |
| Resources Required | <p>Assignments</p> <p>POE</p> <p>Assessments</p> | |

| | | |
|----------------------------|---------------------------|----------------------------|
| | | |
| | | |
| Candidate Signature | Assessor Signature | Moderator Signature |
| Date | Date | Date |

I confirm that:

- I have been consulted on and have agreed to the training and assessment process as detailed in the assessment guide.
- I have been advised of my right to appeal against any assessment that is unfair, unreliable, invalid or impracticable.
- I have read and understood the appeal procedure.
- I know that assessments may be moderated or verified by an external party.
- The purpose of the assessment has been clearly explained to me.
- The criteria have been discussed with me, and I know I will be assessed against these criteria.
- I know when and where I will be assessed, and I was given fair notice.
- I know how the assessment will be done, and any other requirements related to the assessment.

Signed: _____ **Date:** _____

| Overall Assessment Decision | Met requirements | Did not meet requirements | |
|------------------------------------|------------------|---------------------------|--|
| Candidate's Signature | | Date | |
| Assessor's Signature | | Date | |
| Moderator's Signature | | Date | |

Assessor's declaration:

I hereby declare that I have prepared the candidate for assessment, the candidate was consulted and all stakeholders have been informed and the workplace is prepared to ensure valid and fair assessment.

| Assessor Name | Signature |
|---------------|-----------|
| | |

Interview (RPL Purposes)

The purpose of the interview is two-fold:

- A type of self-assessment for the candidate. It should assist the assessor in deciding the approach towards assessment in terms of making competence decisions where candidates are successful in proving their prior learning.
- To determine candidate preparedness for prior learning conducted and sensitize candidates to re-assessment.

Questions

Have you attended any short courses / courses that amount to prior learning before the start of the learnership / qualification? *(Note that it should be relevant to the qualification against which RPL is being conducted)*

| |
|--|
| |
| |

Did you attend all modules of the learnership / qualification training?

| |
|--|
| |
| |

How were you prepared for assessments?

| |
|--|
| |
| |

How were assessments conducted?

| |
|--|
| |
| |

Did an accredited training provider conduct the course/s?

| |
|--|
| |
| |

Did you attend classroom training during the course?

| |
|--|
| |
| |

What work experience do you have to prove competence against a unit standard/s for RPL purposes? (State number of year's experience)

| |
|--|
| |
| |

Do you have a relevant certificate from an approved institution?

| |
|--|
| |
| |

Do you have samples of work or other forms of evidence that can prove your competence?

| |
|--|
| |
| |

Do you have a Grade 12 (Matric) with English and Maths, or English only?

| |
|--|
| |
| |

Any evidence of competence provided during the course of the above interview must be considered during the planning phase of re-assessment and when making a judgement on candidate competence.

LETTER OF COMMITMENT FROM THE LEARNER

Dear learner/learner

You have requested to be assessed through our organisation. To ensure effective assessment, there needs to be a commitment from you, that you will attend training if required and submit evidence of workplace application as required by the assessor.

Declaration of commitment:

I undertake to fulfill all the requirements of the assessment practices as specified by the assessor and service provider.

Organisation _____

Full names of learner _____

Signature _____ Date: _____

Learner ID

Insert a certified copy of your Identify Document here:

Learner CV

Insert a copy of your full CV (Curriculum Vitae) here:

Learner Qualifications

Insert certified copies of relevant qualifications here:

Declaration of Authenticity

I _____ (*full name*), declare that the evidence presented in this portfolio of evidence represents workplace and training evidence against the unit standard US 117871 Facilitate learning using a variety of given methodologies is my own work and has been completed me, with the exception of:

(Detail any work that was not completed by yourself, i.e. group work, etc.)

| |
|--|
| |
| |
| |
| |

In signing this, I declare that all the evidence presented in this Portfolio of Evidence is true, valid and my own work.

| | |
|--------------------------------|--|
| Learner signature | |
| Date | |
| Witness name | |
| Witness contact details | |
| Witness signature | |

In signing this, I declare that all the evidence presented in this Portfolio of Evidence is true, valid and my own work.

| | |
|--------------------------------|--|
| Learner signature | |
| Date | |
| Witness name | |
| Witness contact details | |
| Witness signature | |

PORTFOLIO BUILDING

Your Portfolio of Evidence (PoE) contains the evidence needed to declare you competent and to award credits towards the award of this qualification to you. Evidence should be authentic and reflect both your knowledge of the subject and your ability to apply this knowledge in the workplace. Thus, evidence of day to day activities supporting the specific outcomes addressed by this learning programme should complement the theoretical learning you attended and were assessed on.

There are FIVE key steps in creating a portfolio that will reflect your competence.

Plan Your Portfolio

Plan and document the sequence, graphics and layout of your portfolio. This will assist you in following a logical sequence, which makes the Portfolio also much more user friendly and understandable for the assessor. It will also reflect your professional approach and attitude towards the subject matter, your work and your life. Impact and appearance always contribute to or affect your chances of being taken seriously and declared competent!

Gather The Evidence

An evidence checklist has been provided (Section 4) to tell you what evidence needs to be gathered for assessment purposes. However, there are four broad categories of evidence that you should include:

- Knowledge evidence (your knowledge questionnaire).
- Direct performance evidence (actual samples of your work or records of activities captured on audio or video tape).
- Indirect performance evidence (documentary records of your performance e.g. appraisals, photographs, testimonials, self-assessments, customer ratings etc.).
- Supplementary evidence (to confirm the authenticity of your evidence).

Evaluate Your Evidence

Once you have collected your evidence, evaluate each piece by ensuring that it is:

- Valid (relevant to the unit standard/s being assessed).
- Authentic (clearly your own work).
- Current (not more than 2 years old).
- Sufficient (adequate to prove your competence against all of the assessment criteria and range statements in the unit standard/s).

Cross-Reference Your Evidence To The Unit Standards

Evidence for assessment against unit standards must be linked to the outcomes of the unit standard in question. An evidence locator grid is useful for this.

Completed Assessment Activities

Insert your completed assessment activities and evidence here:

NOTE: Refer to formative assessment and summative assessment guides

RECORD OF LEARNING

| Candidate's Name: | | | ID No | | |
|-------------------|--------------|---------|--------------------------|-----------------------------|------------------------------|
| Assessor's Name: | | | Ass. Reg. No | | |
| Moderator's Name: | | | Mod. Reg. No | | |
| Date: | | | | | |
| UNIT STANDARD | NQF LEVEL | CREDITS | DATE OF COMPLETION | SIGNATURE OF ASSESSOR | SIGNATURE OF MODERATOR |
| 117871 | 5 | 10 | | | |

ASSESSMENT DECISION & EVIDENCE EVALUATION RECORD

| | | | |
|---|--|---------------------------|----------|
| Candidate's Name | | ID No. | |
| Assessor's Name | | Reg. No. | |
| Unit Standard Title | Facilitate learning using a variety of given methodologies | | |
| ASSESSMENT DECISION | | | |
| Specific Outcome | Met requirements | Did not meet requirements | Comments |
| Facilitate and prepare for facilitation | | | |
| Facilitate learning | | | |
| Evaluate learning and facilitation | | | |
| Overall Assessment Decision. | | | |
| Comments | | | |
| Date | | | |
| | | | |
| Signature of Assessor | | Signature of Candidate | |

Assessor's feedback report to candidate

| | | | |
|-------------------------|--|-----------------|--|
| Unit Standard | 117871 | | |
| Title | Facilitate learning using a variety of given methodologies | | |
| Candidate's Name | | ID No. | |
| Assessor's Name | | Reg. No. | |

| ASSESSMENT DECISION | | | |
|---|------------------|---------------------------|----------------------------|
| <i>Source of Evidence</i> | Met requirements | Did not meet requirements | <i>Candidates Comments</i> |
| Summative assessment | | | |
| Formative assessment | | | |
| <p>I hereby confirm that I have been given feedback by the assessor on all the aspects of my assessment. I have been given the opportunity to ask questions and the above feedback was given by me in respect of my assessment. I am aware of the assessment process and the appeal procedure. I AGREE / DISAGREE with the assessment decision.</p> | | | |
| Overall Assessment Decision | | | |
| Additional Notes | | | |
| Assessor Signature: | | Candidate Signature: | |
| Date: | | Date: | |

Moderator's Report

| | | | |
|---|------------------|--|----------|
| Moderator's Name | | Reg. No. | |
| Assessor's Name | | Reg. No. | |
| Candidate's Name | | ID No. | |
| Unit Title | Standard | Facilitate learning using a variety of given methodologies | |
| MODERATION DECISION | | | |
| Specific Outcome | Met requirements | Did not meet requirements | Comments |
| Facilitate and prepare for facilitation | | | |
| Facilitate learning | | | |
| Evaluate learning and facilitation | | | |
| Overall Moderation Decision | | | |
| Feedback to Assessor | | | |
| Action Required | | | |
| Date of Moderation | | | |
| Signature of Moderator | | | |
| Signature of Assessor | | | |
| Signature of Candidate | | | |

ASSESSMENT REVIEW

| NAME of LEARNER | | NAME of ASSESSOR | |
|---|---|---|--------|
| VENUE | | DATE of REVIEW | |
| UNIT STANDARD | Facilitate learning using a variety of given methodologies | | |
| Review Dimension | ASSESSOR | LEARNER/ CANDIDATE | ACTION |
| The principles/criteria for good assessment were achieved. | <input type="checkbox"/> Agree <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree <input type="checkbox"/> Disagree | |
| The assessment related to the registered unit standard. | <input type="checkbox"/> Agree <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree <input type="checkbox"/> Disagree | |
| The assessment was practical. | <input type="checkbox"/> Agree <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree <input type="checkbox"/> Disagree | |
| It was time efficient and cost-effective and did not interfere with my normal responsibilities. | <input type="checkbox"/> Agree <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree <input type="checkbox"/> Disagree | |
| The assessment instruments were fair, clear and understandable. | <input type="checkbox"/> Agree <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree <input type="checkbox"/> Disagree | |
| The assessment judgment was made against set requirements. | <input type="checkbox"/> Agree <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree <input type="checkbox"/> Disagree | |
| The venue and equipment was functional. | <input type="checkbox"/> Agree <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree <input type="checkbox"/> Disagree | |

| | | | |
|---|---|---|------|
| Special needs were identified and the assessment plan was adjusted. | <input type="checkbox"/> Agree <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree <input type="checkbox"/> Disagree | |
| Feedback was constructive against the evidence required. | <input type="checkbox"/> Agree <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree <input type="checkbox"/> Disagree | |
| An opportunity to appeal was given. | <input type="checkbox"/> Agree <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree <input type="checkbox"/> Disagree | |
| The evidence was recorded. | <input type="checkbox"/> Agree <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree <input type="checkbox"/> Disagree | |
| LEARNER'S DECLARATION OF UNDERSTANDING | | | |
| I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid. | | | |
| | | | |
| Learner | Date | Assessor | Date |
| | | Moderator | Date |

LEARNER APPEALS PROCEDURE

1. Learners are free to raise with the **trainer and assessor** any matters of concern of a general nature concerning assessment.
2. Learners with a concern over an assessment matter should raise this concern in the first instance with the trainer at the earliest possible opportunity to determine whether there are grounds for an appeal.
3. Should a case for an appeal exist; the learner together with the trainer should raise the matter with the assessor.
4. In this instance, the assessor can exercise on of three possibilities:
 - 4.1. alter the assessment if an error of judgement has been identified;
 - 4.2. Call for a reassessment; and
 - 4.3. Refute the claim either for an alteration of the assessment mark or reassessment.
5. A learner may be unwilling for a valid reason to discuss the concern with the trainer and/or assessor, or a learner may be dissatisfied with the outcome of the decision of the trainer and/or assessor. In this instance, the matter should be raised with the **management of the provider**.
6. Should a learner (appellant) still be dissatisfied with the decision of the provider, the learner may seek to have the matter considered for a formal appeal with the **ETDP SETA**.
7. An intending appellant shall submit in writing a notice of appeal as soon as possible containing the following:
 - 7.1. Learner's full name, course of study and year of study
 - 7.2. Names of trainer and assessor
 - 7.3. The grounds on which the appeal is based
8. The learner will normally be given 14 days to lodge an appeal with the ETDP SETA from the time of communication of the outcome of the internal appeal process by the provider.
9. The ETDP SETA may decline to consider an appeal against an assessment on the grounds which reasonably and more appropriately have been raised sooner.
10. The ETDP SETA shall consider the grounds of each appeal on the basis of the written evidence provided and may call for further evidence if required.
11. If necessary, and with 48 hours prior notice, the ETDP SETA may call an authorised accreditation advisor to visit the affected parties with a view to resolve the matter or gather more information.
12. After considering the evidence, the ETDP SETA may decide as follows:
 - 12.1. That the appellant's claim is rejected
 - 12.2. That the appellant's claim is accepted
13. If the appellant's claim is rejected, the individual is precluded from resubmitting an appeal.
14. If the appellant's claim is accepted, the provider is instructed to either reassess or alter the appellant's assessment mark as determined by the ETDP SETA.
15. If the appellant is dissatisfied with the final outcome of the appeal as determined by the ETDP SETA, then the individual can appeal to the **South African Qualifications Authority**.
16. Finally, if the appellant is still of the view that justice has not been served, the individual has the right to appeal to the **Minister of Education**.

NOTE:

Learners and providers are strongly encouraged to internally resolve matters arising out of assessment decisions as far as possible. Only when all avenues for resolving such matters have failed, should redress be sought with the ETDP SETA.

Candidate Appeal Form

| | | |
|---|----------|--|
| Candidate's Name: | ID No. | |
| Assessor's Name: | Reg. No. | |
| Unit Standard Title: Facilitate learning using a variety of given methodologies | | |
| Date: | | |
| SECTION 1 | | |
| Candidate's reason for disagreeing with the assessment decision. | | |
| Assessor's rationale for the assessment decision. | | |
| Candidate's signature. | | |
| Assessor's signature. | | |
| SECTION 2 | | |
| Moderator's decision. | | |
| Moderator's signature. | | |

Assessor's Contingency Plan

Name of Assessor: _____

| Unforeseen Event | Corrective Action To Be Taken |
|----------------------------|-------------------------------|
| Candidate: | |
| | |
| | |
| | |
| Equipment: | |
| | |
| | |
| | |
| Role Players: | |
| | |
| | |
| | |
| Environment: | |
| | |
| | |
| | |
| Assessment Process: | |
| | |
| | |
| | |

Signature of Assessor: _____

Signature of Moderator: _____

Date: _____



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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED UNIT STANDARD:**

Facilitate learning using a variety of given methodologies

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|--|--|----------------------------------|------------------------------|-----------------------------|
| SAQA US ID | UNIT STANDARD TITLE | | | |
| 117871 | Facilitate learning using a variety of given methodologies | | | |
| ORIGINATOR | | ORIGINATING PROVIDER | | |
| SGB Occupationally-directed ETD Practitioners | | | | |
| QUALITY ASSURING BODY | | | | |
| - | | | | |
| FIELD | | | SUBFIELD | |
| Field 05 - Education, Training and Development | | | Adult Learning | |
| ABET BAND | UNIT STANDARD TYPE | OLD NQF LEVEL | NEW NQF LEVEL | CREDITS |
| Undefined | Regular | Level 5 | New Level Assignment Pend. | 10 |
| REGISTRATION STATUS | | REGISTRATION START DATE | REGISTRATION END DATE | SAQA DECISION NUMBER |
| Reregistered | | 2009-07-01 | 2012-06-30 | SAQA 0480/09 |
| LAST DATE FOR ENROLMENT | | LAST DATE FOR ACHIEVEMENT | | |
| 2013-06-30 | | 2016-06-30 | | |

In all of the tables in this document, both the old and the new NQF Levels are shown. In the text (purpose statements, qualification rules, etc), any reference to NQF Levels are to the old levels unless specifically stated otherwise.

This unit standard replaces:

| US ID | Unit Standard Title | Old NQF Level | New NQF Level | Credits | Replacement Status |
|--------------|--|----------------------|----------------------------|----------------|---------------------------|
| 9957 | Facilitate learning using a variety of methodologies | Level 5 | New Level Assignment Pend. | 18 | Complete |

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.