

## **ABOUT THE MASTER FACILITATOR COURSE**

### **AN OVERVIEW OF THE COURSE**

The course will begin with a five-day workshop during which you will begin to acquire the competencies listed below. After the workshop has ended you will spend a further 290 hours (approximately) completing follow-up assignments and workplace-based activities. In other words, you will be required to devote a total of about 330 hours to this course, either in the workshop or carrying out follow-up assignments. Please note that, in line with Pitt Institute's RPL policy, informal and non-formal learning will be credited.

### **ENTRY-LEVEL REQUIREMENTS**

People accessing this unit standard must have:

- Exposure to education, training and development environments and practices.
- General counselling skills.

### **THE TARGET AUDIENCE**

These unit standards will be useful to those who work within an education, training and development context and who provide guidance and advise to learners about their learning, assessment and recognition opportunities.

### **THE PURPOSE AND SCOPE OF THIS COURSE**

People credited with this unit standard are able to:

- Identify and analyse learner needs;
- Source and maintain information to assist and support learners
- Prepare and review an individual development plan;
- Provide assistance, guidance and advice to learners;
- Provide assistance and support to learners;
- Maintain records of learner needs and guidance provided;
- Evaluate services provided;
- Facilitate learning; and
- Perform one-to-one training on the job

### **RELEVANT UNIT STANDARD**

117865	Assist and support learners to manage their learning experiences
	Level 4 Credits: 5
117874	Guide learners about their learning, assessment and recognition opportunities
	Level 5 Credits: 6
117864	Advise and counsel learners

	Level 6	Credits: 8
117871	Facilitate learning using a variety of given methodologies	
	Level 5	Credits: 10
117877	Perform one-to-one training on the job	
	Level 3	Credits: 4

The Registration End Date for these Unit Standards is: 30 June 2015

## **LEARNING OUTCOMES**

By the end of this workshop you will be able to:

### **CH 1: Identify and analyse learner's needs**

AC01: Identify the nature of learners' needs

AC02: Source information in relation to the identified needs to provide sufficient references and/or frameworks for providing guidance

AC03: Identify the kinds of guidance that may be appropriate and relevant in order to address the identified needs

AC04: Conduct the analysis in a sensitive, caring and professional manner

AC05: Involve the learner as an active participant in the process

AC06: Confirm the results of the analysis with the learner

AC07: Negotiate possible solutions with the learner

AC08: Keep a secure and accessible record of the analysis

### **CH TWO: Source and maintain information to assist and support learners**

AC1: A review of learner needs identifies the kinds of assistance or support that learners may need

AC2: Information sourced is relevant to identified needs and is sufficiently comprehensive and diverse to meet a variety of needs and different learners

AC3: Information and support resources are maintained and updated to ensure relevance and currency of information. This includes regular improvement of available resources based on ongoing reviews of the effectiveness of the support services offered

AC4: Information is maintained in a secure and accessible manner, using a manageable information management system

### **CH THREE: Individual Development Plan**

AC01: Identify learner goals, objectives and aspirations in an open and participative way

AC02: Match opportunities for learning and assessment to identified goals, objectives or aspirations

AC03: Design an individual development plan that identifies learning outcomes to be achieved and incorporates clear descriptions of opportunities for learning and assessment with agreed timeframes for completion

AC04: Review and adjust goals over a period of time to match the learner's requirements

AC05: Review and adjust the development plan at agreed intervals and match the learner's requirements while taking into account external and other factors impacting on the achievement of the learner's goals, objectives and aspirations

#### **CH FOUR: Provide assistance, guidance and support to learners**

AC01: Provide guidance that is relevant to the learner's needs and provides workable solutions to identified needs

AC02: Provide guidance in a sensitive, caring and professional manner in a way that promotes learner participation in the process

AC03: Provide opportunities to check the suitability of the guidance provided in terms of the learner's needs

AC04: Refer learners to appropriate specialist guidance and counselling services where the level and nature of the need extends beyond learning and assessment support services

AC05: Maintain confidentiality at all times

#### **CH FIVE: Maintain records of learner needs and guidance provided**

AC01: Use records to capture the learner's needs and the essential nature and content of guidance provided

AC02: Ensure that records are consistent with the assistance and support actually provided

AC03: Maintain records that are sufficient to facilitate the need for future references when engaging learners and to facilitate reviews

AC04: Ensure that records meet organisational quality assurance requirements in terms of content, format, distribution and safekeeping

#### **CH SIX: Evaluate services provided**

AC01: Reveal the strengths and weaknesses of the support resources and guidance provided

AC02: Seek learner and stakeholder feedback on guidance and advice

AC03: Critically analyse the feedback obtained against established review criteria

AC04: Make recommendations that promote the improvement of services and help to integrate lessons learned into future guidance services

AC05: Ensure that the evaluation contributes to ongoing improvement and quality of services

#### **CH SEVEN: FACILITATE LEARNING**

AC01: Facilitate learning in a coherent manner using appropriate methodologies in line with established principles associated with selected methodologies

AC02: Create a learning environment that promotes open interaction and ensures learners are aware of expected learning outcomes and are active participants in their own learning

- AC03: Use a facilitation approach that enables learners to draw from and share their own experiences and work out and apply concepts for themselves
- AC04: Provide facilitation that contributes to the development of concepts through participation and provides opportunities to practise and consolidate learning.
- AC05: Provide facilitation that promotes achievement of agreed learning outcomes by individuals while maintaining an emphasis on the manner and quality of the learning experience
- AC06: Manage groups in line with facilitation principles and in a manner that maximises the strengths of group learning with recognising the needs and requirements of individual members
- AC07: Use questioning techniques that are consistent with the facilitation approach, promotes learner involvement and contributes towards the achievement of learning outcomes
- AC08: Create opportunities to monitor learners' progress in terms of the agreed outcomes and where possible facilitate the gathering of evidence for assessment purposes
- AC09: Modify where necessary the facilitation approach to ensure the learners' needs are addressed

**CH SEVEN: Perform one-to-one training on the job**

- SO1: Prepare for one-to-one training on the job
- SO2: Conduct training sessions
- SO3: Monitor and report on learner progress

**Duration of Course:** 5 days

**Cost of Training per Learner:** R7 500 (All Inclusive)

**Training Venue:** Pitt Institute, 44 Summit Road, Beacon Bay, East London