**SUMMATIVE ASSESSMENT MEMO**

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

**MODULE ONE (1)**

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| **Module Code** | 242401001-KM-01 |
| **NQF Level** | 5 |
| **Credits** | 8 Cr |
| **Skills Programme ID Number** | SP-220319 |
| **Curriculum Title** | Learning and Development Facilitator |
| **Curriculum Code** | 900095-000-00-00 |

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**Note to the learner**

This Learner Guide provides a comprehensive overview of the module. It is designed to improve the skills and knowledge of learners, and thus enabling them to effectively and efficiently complete specific tasks.

**Purpose of the Module**

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%)

**Provider Accreditation Requirements for the Knowledge Module**

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

Exemptions

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

**Venue, Date and Time:**

Consult your facilitator should there be any changes to the venue, date and/or time.Refer to your timetable.

**Assessments**

**Integrated Formative Assessment:** The skills development provider will use the curriculum to guide them on the stipulated internal assessment criteria and weighting. They will also apply the scope of practical skills and applied knowledge as stipulated by the internal assessment criteria. This formative assessment leads to entrance into the integrated external summative assessment.

**Integrated Summative Assessment**: An external integrated summative assessment conducted through the relevant QCTO Assessment Quality Partner is required to issue this qualification. The external integrated summative assessment will focus on the exit level outcomes and associated assessment criteria.

**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.

**Skills Programme Rationale**

The skills set: learning and development facilitation, is derived from this skills programme and is needed in the organisations to support skills development on a national, regional and local level. This skills set is a component of the broader competency derived from Training and Development Practitioner qualification. Learning and Development Facilitator skills set is intended to develop competencies for employees located in the human resource management or development space within an organisation to ensure that effective skills development is driven within an organisation. A learner who achieves competencies for this skills programme will be able to plan, select and adapt learning resources required for the delivery of learning interventions in an occupational context

**Entry Requirements**

NQF Level 4 with Communications

**EXIT LEVEL OUTCOMES**

**Exit Level Outcome**

Facilitate learning in an occupational context utilising adult learning principles and techniques.

*Associated Assessment Criteria*

* Planning of resources and logistics is conducive for efficient and effective learning
* Preparations for the facilitation of learning is aligned to adult learning principles and techniques
* Barriers to learning are dealt with, in the delivery of the learning intervention
* Past experience and prior learning is recognised during the delivery of the learning intervention
* Guidance and support of learners enables them to define outcomes, clarify issues, manage expectations and identify learning paths and opportunities
* The facilitation plan and process are adapted to meet contextual and learning dynamics
* Active learning is facilitated according to contexts and learning styles, by drawing on appropriate learning methodologies
* Facilitation is conducted in an organised manner that ensures the physical and psycho-social safety of the learners
* Learner progress and effectiveness of the intervention is measured continuously and feedback is provided
* The dynamics of the learner group is managed in accordance with contextual requirements
* Stakeholder feedback is reflected upon and is used to inform areas of continuous personal development and improvement
* Ethical and professional practice is displayed when organisational procedures are followed

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| **Module #** | 242401001-KM-01 |
| **NQF Level** | 5 |
| **Notional hours** | 80 |
| **Credit(s)** | 8 |
| **Development**  **Quality Partner** | ETDP SETA |
| **Occupation or Specialization** | 242401001;Learning and Development Practitioner |

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| **KM-01-KT01: The statutory framework that governs the South African Qualification Authority** |

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| **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 |

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| **ACTIVITY** |
| **1** |

**Outline the characteristics of good learning materials**

* It is flexible and can fit into any learning system
* It is relevant to what needs to be achieved and to the learner profile
* It is easy to update, change or adapt
* It is cost effective to purchase ,develop, change or adapt
* It is easy to store
* The material adapts easily and conveniently to different learning needs and styles.

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

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| **KT0201** | Overview of the statutory and regulatory framework (SD Act, SDL Act, 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 |

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| **ACTIVITY** |
| **2** |

**Give the overview of the statutory and regulatory framework (NQF Act)**

The NQF Act forms the cornerstone of the above legislation-set, and forms the basis of SAQA's understanding of the NQF as a framework for communication, coordination and collaboration across education, training, development and work. It secures an oversight and leadership role for SAQA as the custodian of the values of the NQF. Therefore, SAQA has to ensure the development of effective partnerships in the delivery of the NQF, supported by quality research and information on skills to inform national decision making. SAQA is also responsible for informing stakeholders and the public regarding the NQF.

**FRAMEWORK ACT 4 Legislation Matters national qualifications framework act**

To provide for the National Qualifications Framework; to provide for the responsibilities of the Minister of Higher Education and Training; to provide for the South African Qualifications Authority; to provide for Quality Councils; to provide for transitional arrangements; to repeal the South African Qualifications Authority Act, 1995; and to provide for matters connected therewith.

The National Qualifications Framework (NQF) is a new approach to education and training in South Africa. The NQF provides opportunities for you to learn on an ongoing basis, regardless of your age, circumstances and present level of education and training. Now there are many pathways you can take to achieve a national recognized qualification.

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| **KM-01-KT03: The statutory and regulatory framework that governs skills development funding** |

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| **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 |

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| **ACTIVITY** |
| **3** |

**Provide the scope of the SKILLS DEVELOPMENT ACT, 1998**

**The Main Aims of the Act are:**

1. To improve the quality of life of workers, their prospects of work and labour mobility
2. To improve productivity in the workplace and the competitiveness of employers
3. To increase the levels of investment in education and training in the labour market and to improve the return on that investment
4. To promote self-employment
5. To improve the delivery of services

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| **KM-01-KT04: National occupational skills development structures, policies and priorities** |

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| KT0401 | The National Skills Fund |
| KT0402 | The National Skills Development Strategy |
| KT0403 | National transformational frameworks, plans and documents |

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| **ACTIVITY** |
| **4** |

**Suggest ways on how to access to the National Skills Fund (NSF)**

**How to access to the National Skills Fund (NSF)**

**Funding Sources for the NSF**

The main source of income for the NSF comes from 20% of the skills levies collected in terms of the Skills Development Levies Act. This Act determines that skills levies will be distributed as follows:

* National Skills Fund = 20%
* Sector Education and Training Authorities = 80%

**Funding Windows of the NSF**

The National Skills Fund uses 20% of its levies share to fund primarily projects for skills development as indicated in the National Skills Development Strategy. For ease of management, funding is apportioned to funding windows, with each funding window representing a mandate(s) emanating from the NSDS. For example, the NSDS (2005-2010) mandates the NSF to improve literacy for unemployed people. Pursuant to this mandate, the ABET Funding Window was established. For the period 2005-2010 the following funding windows have been approved:

1. Social Development Initiatives including the Expanded Public Works Programme (EPWP).
2. Adult Basic Education and Training.
3. Critical Skills Support.
4. Provisioning Support.
5. Industry Support.
6. Informal Sector Support.
7. Constituency Capacity Building and Advocacy.
8. Special Projects

* Promotion of the NSDS
* Research
* Supplementary support for disability
* Promotion of excellence.

9. Discretionary and Innovation Projects

**Applications for Funding**

Each NSF funding window has its own application process including criteria and eligible applicants. For selected funding windows where criteria require a public application process the NSF will issue a Request for Proposals (RFP) inviting applications.