

Facilitator or Train the Trainer

We have had a lot of requests from potential learners enquiring into the following about the two courses that are available to learners, and which one to attend.

How do I decide on the best option for me?

What the differences between the two programmes are?

Why does the train the trainer costs more than the facilitator?

Which of these programmes would assist me in getting an instructor position?

Fortunately we are accredited by the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA) to offer both these programmes, and as such, feel free to offer the following comment.

What a facilitator does is plan, guide and manage a group event to ensure that the group's objectives are effectively met, with clear thinking, good participation and full buy-in from everyone involved. Facilitators focus on both the subject matter and the process and how it should be taught from a learner-centred perspective.

Facilitators use their knowledge of how people learn to create an active environment that embraces participants' prior knowledge and unique learning style. They engage the participant in taking charge of their learning. When they facilitate, they appear as a "guide by the side" encouraging the sharing of knowledge by and with an active participant.

There are eight competencies a facilitator is expected to have:

1. Prepares for training delivery
2. Creates a positive learning climate
3. Establishes credibility as facilitator
4. Adapts teaching to what participants know and how they learn
5. Focus on learning objectives
6. Facilitates learning by encouraging participation
7. Employs a variety of teaching tools and techniques
8. Ensures learning outcomes

An effective trainer prepares objectives, exercises and activities that introduce, then reinforce the content, and tests what was learned typically through participation and in some cases discussion. The trainer pays attention to the learning process using activities that are carefully selected and paced. They facilitate small-group activities, large-group discussions, and learning in general. They present new information, data, and knowledge.

How do I decide on the best option for me?

Questionnaire:

Question	Yes	No
1. I have knowledge about at least three methodologies for facilitating learning. (E.g. Pavlov / Vygotsky / Kolb)	Facilitator	Train the Trainer
2. I have knowledge about how to organize resources for my learning event.	Facilitator	Train the Trainer
3. I have knowledge about how to produce a learning event plan.	Facilitator	Train the Trainer
4. I have knowledge about how to select materials from a prescribed package.	Facilitator	Train the Trainer
5. I have knowledge about methods for evaluating learning and facilitation.	Facilitator	Train the Trainer
6. I have knowledge about strategies, techniques and activities for using the kinds of support materials and / or equipment appropriate to facilitation methodologies.	Facilitator	Train the Trainer
7. I have knowledge about the different learning styles and preferences, observed or found in the literature.	Facilitator	Train the Trainer
8. I have knowledge about the 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.	Facilitator	Train the Trainer
9. I have knowledge about the main similarities and differences between how adults learn and how children learn, and implications for own practice	Facilitator	Train the Trainer
10. I have knowledge about the outcomes-based approach to learning.	Facilitator	Train the Trainer
11. I have knowledge about the psychology of group dynamics.	Facilitator	Train the Trainer
12. I have worked with and have knowledge about sector and workplace skills plans.	Facilitator	Train the Trainer
13. I will NOT be working under supervision of a more senior practitioner.	Facilitator	Train the Trainer
14. I will NOT have to analyse my own strengths and weaknesses during facilitation as critical factors in the achievements of the programme.	Facilitator	Train the Trainer
15. It will be expected of me to identify other competent learning facilitators.	Facilitator	Train the Trainer
16. I will have to report on the effectiveness of training and the influence thereof on achieving goals as set out in the workplace skills plan / annual training report.	Facilitator	Train the Trainer
Own Evaluation	/ 16	/ 16

What the differences between the two programmes are?

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Number of Unit Standards	1	2
Embedded Knowledge	<ul style="list-style-type: none"> • The sector and workplace skills plan. • 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. 	None
Unit Standards	<p>117871 Facilitate learning using a variety of given methodologies NQF 5 Cr 10 <i>SO1 Plan and prepare for facilitation.</i></p> <ul style="list-style-type: none"> • 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. Stakeholders may include but are not limited to - learners, trainer, colleagues, supervisors, management, quality assurance staff, health and safety staff. • 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. • Resources, locations, and personnel are arranged to suit intended delivery. • Learning material is prepared to suit the purpose of the facilitated activities and the agreed outcomes. Learning material could include notes, diagrams, worksheets, audio and visual aids and models • 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 	<p>10231 Plan a learning event NQF 4 Cr 8 <i>SO1 Produce a learning event plan</i></p> <ul style="list-style-type: none"> • Learning outcomes to be achieved in the learning event are listed. • Learning outcomes listed are in line with the specific outcomes stated in relevant unit standards. • Listed learning outcomes are achievable within the time allocated for the event. • An appropriate and logical sequence of teaching techniques and learning activities is listed. • Amount of time allocated for activities is appropriate. • Opportunities for application and practice are provided for in the plan. <p><i>SO2 Select materials from a prescribed package</i></p> <ul style="list-style-type: none"> • Materials to be used are identified. • Materials selected support planned learning outcomes. • Materials selected support planned learning activities. • Materials selected are appropriate in terms of language usage and level of the learners.

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<p>applicability to the identified learning needs.</p> <ul style="list-style-type: none"> • 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. • The learning environment is arranged to meet organisational and legislative requirements for safety and accessibility. • Review criteria are established and documented in accordance with organisation policies and procedures. <p><i>SO2 Facilitate learning.</i></p> <ul style="list-style-type: none"> • Learning is facilitated in a coherent manner using appropriate methodologies in line with established principles associated with selected methodologies. • 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. • 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. • 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. • 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. • Questioning techniques are consistent with the facilitation approach, promote learner involvement and contribute towards the achievement of learning outcomes. • 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. 	<p><i>SO3 Organise resources for a learning event</i></p> <ul style="list-style-type: none"> • Equipment and resources needed are identified. (e.g. writing boards, flipchart, OHP) • Requisitions for equipment and materials are submitted in time to the appropriate person. • Quantity of materials/equipment ordered matches anticipated number of learners. • Materials/equipment to be used are available and organised in an orderly manner. • Venue is arranged in a way which promotes learner participation and suits learning activities. <p>10289 Facilitate a programme of learning NQF 5 Cr 24</p> <p><i>SO1 Use knowledge and theory to develop facilitation skills.</i></p> <ul style="list-style-type: none"> • Main similarities and differences between how adults learn and how children learn, and implications for own practice, are described. (E.g. differences in life experiences, purpose for learning, time available for learning, relevant physical differences. Similar needs for relevance, respect, affirmation, stimulation.) • Evidence and examples of learner-centeredness in own facilitation is presented. • Different learning styles and preferences, observed or found in the literature, are described and related to own learners/learning group. (E.g. learners who like learning in groups and those who like learning individually, learners who like starting with the whole picture and those who learn step-by-step, learners who prefer logical tasks and those who prefer creative tasks, learners who prefer to learn by listening, those who prefer reading and looking and those who prefer to learn by doing.) • Learning styles and preferences of learners within a group are identified. • A range of teaching methods and techniques, which complement and support styles and preferences of learners, is identified. • Choice of methods and techniques can be justified in terms of the learning area being facilitated.

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<p><i>SO3 Evaluate learning and facilitation.</i></p> <ul style="list-style-type: none"> • Learner and stakeholder feedback on facilitated learning is sought and critically analysed against review criteria. • The review reveals strengths and weaknesses of the planning, preparation and facilitation of learning. • Review includes useful recommendations for improvement in future interventions, including the possibility of remedial actions. 	<p><i>SO2 Apply principles of OBE to facilitation of learning.</i></p> <ul style="list-style-type: none"> • Main differences between OBE and traditional forms of education, and implications for own practice, are described. (e.g. rote learning vs. performance, assessment of recall vs. assessment of performance, time taken to reach required performance) • Choice of activities in the learning programme can be justified with reference to key principles of South African OBE. (e.g. learner-centeredness, flexible rate of learning, outcome-driven, focus on performance, integration of assessment into learning activities) • Learning outcomes of relevant unit standards are explained in simple terms to learners. • Examples of learning activities, which facilitate the performance of specific outcomes in learners, are given. • Examples of learning activities, which encourage the development of critical cross-field outcomes in learners, are given. <p><i>SO3 Develop learner confidence.</i></p> <ul style="list-style-type: none"> • Learners' expectations are elicited and discussed in relation to the outcomes of the learning programme. • Positive feedback is presented to learners whenever appropriate. • Correction of errors is done timeously and tactfully. • Corrections/alterations to learners' texts are done in a manner which does not deface the texts. • Learners are encouraged assess their own progress, against previous performance, rather than in comparison to performance of peers. • Examples of good/excellent learner performance are shared with other learners. • Pace of communication and planned activities is adapted to specific learner or learning group. <p><i>SO4 Encourage cooperative learning.</i></p> <ul style="list-style-type: none"> • Dysfunctional interactions in learning group are identified and minimised. (e.g. situations of dependency, sexual harassment, victimisation of certain individuals or groups) • Construction of small groups shows sensitivity to learning styles/preferences of learners, abilities of learners and dysfunctional interactions. • Management of conflict involves the learning group and moves

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	<p>timeously towards resolution.</p> <ul style="list-style-type: none"> • Learning activities and tasks are structured to encourage cooperative planning and efforts of learners. • Learners are given opportunities to interpret (sum up, summarise, repeat, paraphrase, re-phrase) comments from other learners. • Norms for challenging comments/opinions of other learners are formulated. • Learners are encouraged to challenge facilitator and one another within accepted norms. • Learners are encouraged to offer one another constructive feedback on performance. • Strategies are used to restore learner attention and interest, when necessary. (e.g. change of pace, change of activity, humour, competitions, short breaks) <p><i>SO5 Facilitate the development of critical cross-field outcomes.</i></p> <ul style="list-style-type: none"> • Activities which require learners to identify and solve problems are included in the learning programme. • Activities which require learners to work effectively with others as members of a team are included in the learning programme. • Activities which require learners to organise and manage their own actions responsibly and effectively are included in the learning programme. • Activities which require learners to collect, analyse, organise and critically evaluate information are included in the learning programme. • Activities which require learners to communicate effectively using visual, mathematical and/or language skills are included in the learning programme. • Activities which require learners to understand the world as a set of related systems are included in the learning programme. • Activities which require learners to use science and technology effectively and to show responsibility towards the environment and health of others are included in the learning programme. • Activities which require learners to contribute to the full personal development of each learner and the social and economic development of society at large are included in the learning programme.

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		<p><i>SO6 Evaluate a programme of learning (series of learning events).</i></p> <ul style="list-style-type: none"> • Actual outcomes and achievements of the programme are compared to planned outcomes. • Unexpected outcomes, positive and negative, are identified. • Feedback from learners is elicited and interpreted. • Critical incidents (interactions, events or activities) which affected the achievements of the learning programme are described. • Plan of the programme, including events and activities, is analysed as a critical factor in the achievements of the programme. • Strengths and weaknesses of own facilitation are analysed as critical factors in the achievements of the programme. • Evaluations of a number of learning events are collated and resolutions are formulated regarding the learning programme plan and own facilitation to improve future delivery.
Total Credits	10	32
Purpose	<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>Persons credited with these unit standards will be able to plan a learning event, select materials from a prescribed package and prepare an environment conducive to learning, usually working under supervision of a more senior practitioner. Will be able to facilitate a well-structured and varied programme of learning, implement the principles of OBE, use a range of teaching methods and techniques and encourage learners to participate actively and confidently in the learning process.</p>
Credit Accumulation and Transfer (CAT) in the ETDP Field (Within rules of combination)	<ul style="list-style-type: none"> • <u>22902</u> ND: Environmental Education, Training and Development Practice • <u>50330</u> Bachelor: Occupationally Directed Education Training and Development Practices • <u>50331</u> NC: Occupationally Directed Education, Training and Development Practices • <u>50333</u> ND: Occupationally Directed Education, Training and Development Practices • <u>50334</u> NC: Occupationally Directed Education Training and Development Practices • <u>57427</u> NC: Youth Development • <u>57428</u> FETC: Youth Development 	<ul style="list-style-type: none"> • <u>20159</u> ND: ABET Practice • <u>20483</u> NHC: ABET Practice • <u>20485</u> National First Degree: ABET Practice

Why does the train the trainer costs more than the facilitator?

Yes – the credit allocation for the train the trainer is higher. Pricing is based on SETA guidelines per credit.

Which of these programmes would assist me in getting an instructor position?

Both – again all boils down to the knowledge that you already have and what will be expected of you in the position.

Compiled by: JH Cloete

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