

QCTO SKILLS PROGRAMME CURRICULUM DOCUMENT


Curriculum Code	Curriculum Title	
900045-000-00-00	Learning Support Facilitator	

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SECTION 1: CURRICULUM SUMMARY

1. Occupational Information

1.1 Associated Occupation

1. Vocational Education Teacher.
2. Vocational or Further Education Teacher.
3. Community College Educator.
4. Adult Literacy Teacher.
5. Teacher Assistant

1.2 Occupation/s or Specialisation/s Addressed

Learning Support Facilitation

1.3 Skills Programme Addressed by this Curriculum

Learning Support Facilitation

1.3 Alternative Titles used by Industry

- Learning Support Facilitator
- Learning Support Assistant
- Teacher Assistant
- Assistant Facilitator
- Remedial Teacher

2. Curriculum Information

2.1 Curriculum Structure

Knowledge component

900045-000-00-KM-01 Barriers to learning, NQF Level 5, Credits 2.

900045-000-00-KM-02 Learning support methods and interventions, NQF Level 5, Credits 2.

900045-000-00-KM-03 Techniques for language and learning remediation, NQF Level 5, Credits 2.

900045-000-00-KM-04 Methods of formative assessment, NQF Level 5, Credits 2.

Application component

900045-000-00-PM-01 Profiling and identifying learning barriers, NQF Level 5, Credits 2.

900045-001-00-PM-02 Facilitating learner support, NQF Level 5, Credits 8.

900045-001-00-PM-03 Conduct formative assessment, NQF Level 5, Credits 2.

2.2 Entry Requirements

NQF Level 4 qualification

3. Assessment Quality Partner Information

SECTION 2: OCCUPATIONAL PROFILE

1. Occupational Purpose

The purpose of the skills programme is to prepare a learner to function as a Learning Support Facilitator. A Learning Support Facilitator profiles, evaluates, prepares, facilitates, supports and evaluates learning of learners after teaching.

2. Occupational Tasks

- Identify and profile learning barriers (challenges) of learners
- Apply learning support methods and techniques to learners
- Apply assessment and evaluation methods to learners

3. Occupational Task Details

3.1 Identify and profile learning barriers (challenges) of learners

Unique Product or Service:

- At risk learners struggling with learning barriers identified before failure or drop out and educational learning support interventions indicated for remedial assistance

Occupational Responsibilities:

- Identification of learners struggling with learning barriers
- Profiling the learner and learning barriers
- Analysis and evaluation of educational learning support methods and interventions to assist learners to overcome barriers to learning

Occupational Contexts:

- Exposure to the process of identifying and profiling learning barriers of learners in learning support facilitation for assisting teachers, skills development facilitators and university lecturers.

3.2 Apply learning support methods and techniques to learners

Unique Product or Service:

- Supplementary and personalised learning support provided to learners who require additional assistance
- Learners assisted to overcome learning barriers

Occupational Responsibilities:

- Identify and implement appropriate learning support methods to assist learners to overcome learning barriers

Occupational Contexts:

- Exposure to the process of facilitating learning support to learners who require additional support.

3.3 Apply assessment and evaluation methods to learners

Unique Product or Service:

- Formative assessment and evaluation of learners to determine gaps of knowledge to be remediated

Occupational Responsibilities:

- Oversee and perform methods of formative assessment and evaluation on learners
- Determine gaps of knowledge through formative assessment and remediate these gaps or advise their remediation

Occupational Contexts:

Exposure to the process of formative assessment and knowledge gap remediation.

SECTION 3: CURRICULUM COMPONENT SPECIFICATIONS

SECTION 3A: KNOWLEDGE MODULE SPECIFICATIONS

List of Knowledge Modules for which Specifications are included

- 900045-000-00-KM-01 Barriers to learning, NQF Level 5, Credits 2.
- 900045-000-00-KM-02 Learning support methods and interventions, NQF Level 5, Credits 2.
- 900045-000-00-KM-03 Techniques for language and learning remediation, NQF Level 5, Credits 2.
- 900045-001-00-KM-04 Methods of formative assessment, NQF Level 5, Credits 2.

Total number of credits for Knowledge Modules: 08

1. 900045-000-00-KM-01 Barriers to learning, NQF Level 5, Credits 2.

1.1 Purpose of the Knowledge Module

The main focus in this module is on identification, analysis and development of counter-strategies for learning barriers during learning support.

The learning will enable learners to demonstrate an understanding of:

- KM-01-KT01 Learning profiling (50%)
- KM-01-KT02 Learning barriers (50%)

1.2 Guidelines for Topics

1.2.1. KM-01-KT01: Learning profiling

Topic elements to be covered include:

- KT0101 Learning profiling of a learner—finding the gaps and barriers
- KT0102 Components / categories and type of information of learning profile
- KT0103 Analysis of learning profile of a learner
- KT0104 Use of learning profile information to assist the learner in overcoming learning barriers

Internal Assessment Criteria and Weight

- IAC0101 Define and describe the process of identification and analysis of learning barriers
- IAC0102 Describe the components / categories and type of information in learning profiling
- IAC0103 Discuss the process of learning profile analysis
- IAC0104 Discuss and describe the use of a learning profile to assist the learner in overcoming learning barriers

(Weight 50%)

1.2.2. KM-01-KT02: Learning barriers

Topic elements to be covered include:

- KT0201 Learning barrier
- KT0202 Types of learning barriers
- KT0203 Negative impact of learning barriers of learners
- KT0204 Measures to counter various learning barriers on learning process

Internal Assessment Criteria and Weight

- IAC0201 Define learning barrier
- IAC0202 Discuss and compare the types of learning barriers
- IAC0203 Discuss the negative impact of learning barriers of learners
- IAC0205 Describe and compare the measures to counter various learning barriers on learning process

(Weight 50%)

1.4 Provider Programme Accreditation Criteria

Physical Requirements:

- Contact learning: standard facilities for classroom training including desks, white boards, projectors, ventilation, lumination.
- Online: Online capabilities including computer, virtual software, access to network and
- Learning Material aligned to the curriculum, workbooks.
- Quality Management System

Human Resource Requirements:

- Facilitator, Assessor and Moderator with minimum relevant NQF Level 5 in Education / Training qualification in education with 2 years proven experience
- Facilitator/learner ratio 1:30

Legal Requirements:

- Occupational Health and Safety compliant
- Relevant labour legislation visible in facility or on platform
- CIPC registered entity
- SARS Tax compliance pin

1.5 Exemptions

- None.

2. 900045-000-00-KM-02 Learning support methods and interventions, NQF Level 5, Credits 2.

2.1 Purpose of the Knowledge Modules

The main focus in this module is on learning support methods and interventions to assist learners to overcome learning barriers

The learning will enable learners to demonstrate an understanding of:

- KM-02-KT01 Educational learner support interventions (50%)
- KM-02-KT02 Educational learner support interventions for social learning barriers (50%)

2.2 Guidelines for Topics

2.2.1. KM-02-KT01: Educational learner support interventions

Topic elements to be covered include:

- KT0101 Methods of vocabulary remediation
- KT0102 Gaps in learning and educational methods of remediation
- KT0103 Lack of learner attention and educational methods of gaining and retaining learner attention
- KT0104 Learning hesitance and educational methods of restoring learner interest
- KT0105 Learner anxiety and exasperation and educational methods of mitigation and improving learner confidence
- KT0106 Learner confusion and educational methods of identifying misunderstandings and remediating
- KT0107 Learner drop out or failure and educational methods of learner retention
- KT0108 Educational methods and interventions to identify and remediate gaps in past learning

Internal Assessment Criteria and Weight

- IAC0101 Describe three educational interventions that can be used to assist learners to overcome learning barriers
- IAC0102 Discuss three educational methods of remediation or mitigation of learning barriers

(Weight 50%)

2.2.2. KM-01-KT02: Educational learner support interventions for social learning barriers

Topic elements to be covered include:

- KT0201 Various social problems that can cause barriers for learners and how these impact the learner in the context of education
- KT0202 Foundational techniques for assisting learners to overcome social problems in the context of the schooling or training environment
- KT0203 Foundational practical techniques for gaining parental interest and participation in the development of the learner

- KT0204 Foundational communication, components of understanding and conflict resolution techniques

Internal Assessment Criteria and Weight

- IAC0201 Describe several social problems that can cause barriers for learners in the context of the education environment
- IAC0202 Discuss two techniques and their use in assisting learners to overcome social problems which are impacting and presenting barriers to learning in the educational environment.
- IAC0203 Discuss techniques for gaining parental interest and participation in the education and development of the child
- IAC0204 Describe communication and conflict resolution techniques for use in the educational context

(Weight 50%)

2.4 Provider Programme Accreditation Criteria

Physical Requirements:

- Contact learning: standard facilities for classroom training including desks, white boards, projectors, ventilation, lumination.
- Online: Online capabilities including computer, virtual software, access to network and
- Learning Material aligned to the curriculum, workbooks.
- Quality Management System

Human Resource Requirements:

- Facilitator, Assessor and Moderator with minimum relevant NQF Level 5 in Education / Training qualification in education with 2 years proven experience
- Facilitator/learner ratio 1:30

Legal Requirements:

- Occupational Health and Safety compliant
- Relevant labour legislation visible in facility or on platform
- CIPC registered entity
- SARS Tax compliance pin

2.5 Exemptions

- None.

3. 900045-000-00-KM-03 Techniques for language and learning remediation, NQF Level 5, Credits 2.

3.1 Purpose of the Knowledge Modules

The main focus in this module is to develop skills for implementing methods and techniques of language and learning gaps remediation.

The learning will enable learners to demonstrate an understanding of:

- KM-03-KT01 Language remediation (50%)
- KM-03-KT02 Learning gaps and remediation (50%)

3.2 Guidelines for Topics

3.2.1. KM-03-KT01: Language remediation

Topic elements to be covered include:

- KT0101 Importance of grammar and common word vocabulary
- KT0102 Use of dictionaries and its parts
- KT0103 Methods of finding learner knowledge gaps in grammar and language
- KT0104 Interventions for grammar and language remediation

Internal Assessment Criteria and Weight

- IAC0101 Discuss the importance of grammar and common word vocabulary
- IAC0102 Describe the parts of a dictionary and how a dictionary is used
- IAC0103 Discuss two methods of finding learner knowledge gaps in grammar and language
- IAC0104 Describe at least one intervention for remediating grammar and language to fill gaps

(Weight 50%)

3.2.2. KM-03-KT02: Learning gaps and remediation

Topic elements to be covered include:

- KT0201 Methods of finding and filling gaps in knowledge
- KT0202 Methods of finding and filling language vocabulary gaps
- KT0203 Methods of building and developing knowledge retention in learners

Internal Assessment Criteria and Weight

- IAC0201 Describe at least one method for finding and filling gaps in knowledge
- IAC0202 Describe at least one method for finding and filling language and vocabulary gaps
- IAC0203 Discuss methods of building and developing knowledge retention in learners

(Weight 50%)

3.4 Provider Programme Accreditation Criteria

Physical Requirements:

- Contact learning: standard facilities for classroom training including desks, white boards, projectors, ventilation, lumination.
- Online: Online capabilities including computer, virtual software, access to network and
- Learning Material aligned to the curriculum, workbooks.
- Quality Management System

Human Resource Requirements:

- Facilitator, Assessor and Moderator with minimum relevant NQF Level 5 in Education / Training qualification in education with 2 years proven experience
- Facilitator/learner ratio 1:30

Legal Requirements:

- Occupational Health and Safety compliant
- Relevant labour legislation visible in facility or on platform
- CIPC registered entity
- SARS Tax compliance pin

3.5 Exemptions

- None.

4. 900045-000-00-KM-04 Methods of formative assessment, NQF Level 5, Credits 2.

4.1 Purpose of the Knowledge Modules

The main focus in this module is methods of formative assessment of learners to assist in finding and filling gaps of knowledge for remediation

The learning will enable learners to demonstrate an understanding of:

- KM-04-KT01 Methods of formative assessment (100%)

4.2 Guidelines for Topics

4.2.1. KM-04-KT01: Methods of formative assessment

Topic elements to be covered include:

- KT0101 Methods of formative self-assessment
- KT0102 Methods of formative peer assessment
- KT0103 Methods of formative practical assessment

Internal Assessment Criteria and Weight

- IAC0101 Describe one method of formative self-assessment
- IAC0102 Describe one method of formative peer assessment
- IAC0103 Describe one method of formative practical assessment

(Weight 100%)

4.4 Provider Programme Accreditation Criteria

Physical Requirements:

- Contact learning: standard facilities for classroom training including desks, white boards, projectors, ventilation, lumination.
- Online: Online capabilities including computer, virtual software, access to network and
- Learning Material aligned to the curriculum, workbooks.
- Quality Management System

Human Resource Requirements:

- Facilitator, Assessor and Moderator with minimum relevant NQF Level 5 in Education / Training qualification in education with 2 years proven experience
- Facilitator/learner ratio 1:30

Legal Requirements:

- Occupational Health and Safety compliant
- Relevant labour legislation visible in facility or on platform
- CIPC registered entity
- SARS Tax compliance pin

4.5 Exemptions

- None.

SECTION 3B: PRACTICAL SKILL MODULE SPECIFICATIONS

List of Practical Skill Module Specifications

- 900045-000-00-PM-01 Profiling and identifying learning barriers, NQF Level 5, Credits 2.
- 900045-000-00-PM-02 Facilitating learner support, NQF Level 5, Credits 8.
- 900045-000-00-PM-03 Conduct formative assessment, NQF Level 5, Credits 2.

Total number of credits for Application Skill Modules: 12

1. 900045-000-00-PM-01 Profiling and identifying learning barriers, NQF Level 5, Credits 2.

1.1 Purpose of the Practical Skill Modules

The focus of the learning in this practical module is on the practical application of identifying and profiling learning barriers of learners and analysis and determination of methods and interventions to use to best assist the learner in overcoming learning barriers.

The learner will be required to:

- PM-01-PS01 Profiling and identifying learning barriers of learner
- PM-01-PS02 Analyse learning profile information to determine how best to assist the learner in overcoming learning barriers

1.2 Guidelines for Practical Skills

1.2.1. PM-01-PS01 Profiling and identifying learning barriers of learner

Scope of Practical Skill

Given a simulated environment, the learner must be able to:

- PA0101 Identify indicators of learners struggling with learning barriers
- PA0102 Gather information from the learner about the learning barriers they are encountering

Applied Knowledge

- AK0101 Learning profiling of a learner—finding the gaps and barriers
- AK0102 Components / categories and type of information of learning profile
- AK0103 Analysis of learning profile of a learner
- AK0104 Use of learning profile information to assist the learner in overcoming learning barriers

Internal Assessment Criteria

- IAC0101 Identify learners struggling with learning barriers
- IAC0102 Gather information and complete learner profile for identification of learning barriers

1.2.3. PM-01-PS02 Analyse learning profile information to determine how best to assist the learner in overcoming learning barriers

Scope of Practical Skill

Given a simulated environment, the learner must be able to:

- PA0201 Analyse and evaluate the information
- PA0202 Identify potential learning barriers patterns and gaps
- PA0203 Recommend potential educational interventions to best assist the learner to overcome learning barriers

Applied Knowledge

- AK0201 Learning barrier
- AK0202 Types of learning barriers.
- AK0203 Negative impact of learning barriers on learning process of learners
- AK0204 Measures to counter various learning barriers on learning process

Internal Assessment Criteria

- IAC0201 Evaluate learner's potential learning barrier patterns and gaps
- IAC0202 Recommend potential interventions to overcome learning barriers

1.3 Provider Programme Accreditation Criteria

Physical Requirements:

- Contact learning: standard facilities for classroom training including desks, white boards, projectors, ventilation, lumination.
- Online: Online capabilities including computer, virtual software, access to network and
- Learning Material aligned to the curriculum, workbooks.
- Quality Management System

Human Resource Requirements:

- Facilitator, Assessor and Moderator with minimum relevant NQF Level 5 in Education / Training qualification in education with 2 years proven experience
- Facilitator/learner ratio 1:30

Legal Requirements:

- Occupational Health and Safety compliant
- Relevant labour legislation visible in facility or on platform
- CIPC registered entity
- SARS Tax compliance pin

1.4 Exemptions

- None.

2. 900045-000-00-PM-02 Facilitating learner support, NQF Level 5, Credits 8.

2.1 Purpose of the Practical Skill Modules

The focus of the learning in this practical module is on the practical application of facilitating learner support methods and interventions

The learner will be required to:

- PM-02-PS01 Implement learner support methods and interventions
- PM-02-PS02 Language and learning remediation

2.2 Guidelines for Practical Skills

2.2.1. PM-02-PS01 Implement learner support methods and interventions

Scope of Practical Skill

Given a simulated environment, the learner must be able to:

- PA0101 Preparing for facilitation of educational learner support methods
- PA0102 Facilitate methods of educational learning support as indicated by learner profiling
- PA0103 Monitor progress of learner in overcoming learning barriers
- PA0104 Complete educational learning support interventions

Applied Knowledge

- AK0101 Methods of vocabulary remediation
- AK0102 Gaps in learning and educational methods of remediation
- AK0103 Lack of learner attention and educational methods of gaining and retaining learner attention
- AK0104 Learning hesitance and educational methods of restoring learner interest
- AK0105 Learner anxiety and exasperation and educational methods of mitigation and improving learner confidence
- AK0106 Learner confusion and educational methods of identifying misunderstandings and remediating
- AK0107 Learner drop out or failure and educational methods of learner retention
- AK0108 Educational methods and interventions to identify and remediate gaps in past learning
- AK0109 Various social problems that can cause barriers for learners and how these impacts the learner in the context of education
- AK0110 Foundational techniques for assisting learners to overcome social problems in the context of the schooling or training environment
- AK0111 Foundational practical techniques for gaining parental interest and participation in the development of the learner
- AK0112 Foundational communication, components of understanding and conflict resolution techniques

Internal Assessment Criteria

- IAC0101 Compile a report with findings and results from applied educational learning support methods or interventions
- IAC0102 Evaluate the accuracy of educational learning support interventions implemented

2.2.2. PM-02-PS02 Language and learning remediation

Scope of Practical Skill

Given a simulated environment, the learner must be able to:

- PA0201 Facilitate language and grammar remediation
- PA0202 Facilitate learning remediation

Applied Knowledge

- AK0201 Importance of grammar and common word vocabulary
- AK0202 Use of dictionaries and its parts
- AK0203 Methods of finding learner knowledge gaps in grammar and language
- AK0204 Interventions for grammar and language remediation
- AK0205 Methods of finding and filling gaps in knowledge
- AK0206 Methods of finding and filling language vocabulary gaps
- AK0207 Methods of building and developing knowledge retention in learners

Internal Assessment Criteria

- IAC0201 Evaluate the accuracy of applied language and grammar remediation methods and interventions
- IAC0202 Evaluate the accuracy of applied learning remediation methods and interventions
- IAC0203 Compile a report of remediation methods taken and results

2.3 Provider Programme Accreditation Criteria

Physical Requirements:

- Contact learning: standard facilities for classroom training including desks, white boards, projectors, ventilation, lumination.
- Online: Online capabilities including computer, virtual software, access to network and
- Learning Material aligned to the curriculum, workbooks.
- Quality Management System

Human Resource Requirements:

- Facilitator, Assessor and Moderator with minimum relevant NQF Level 5 in Education / Training qualification in education with 2 years proven experience
- Facilitator/learner ratio 1:30

Legal Requirements:

- Occupational Health and Safety compliant
- Relevant labour legislation visible in facility or on platform
- CIPC registered entity
- SARS Tax compliance pin

2.4 Exemptions

- None.

3. 900045-000-00-PM-03 Conduct formative assessment, NQF Level 5, Credits 2.

3.1 Purpose of the Practical Skill Modules

The focus of the learning in this practical module is on the application and conduct of formative assessments.

The learner will be required to:

- PM-03-PS01 Conduct formative assessment (100%)

3.2 Guidelines for Practical Skills

3.2.1. PM-03-PS01 Develop learner profile

Scope of Practical Skill

Given a simulated environment, the learner must be able to:

- PA0101 Conduct methods of formative assessment

Applied Knowledge

- AK0101 Methods of formative self-assessment
- AK0102 Methods of formative peer assessment
- AK0103 Methods of formative practical assessment

Internal Assessment Criteria

- IAC0101 Evaluate the accuracy of applied formative assessment methods
- IAC0102 Compile a report of formative assessment methods applied and findings

3.3 Provider Programme Accreditation Criteria

Physical Requirements:

- Contact learning: standard facilities for classroom training including desks, white boards, projectors, ventilation, lumination.
- Online: Online capabilities including computer, virtual software, access to network
- Learning Material aligned to the curriculum, workbooks.
- Quality Management System

Human Resource Requirements:

- Facilitator, Assessor and Moderator with minimum relevant NQF Level 5 in Education / Training qualification in education with 2 years proven experience
- Facilitator/learner ratio 1:30

Legal Requirements:

- Occupational Health and Safety compliant
- Relevant labour legislation visible in facility or on platform
- CIPC registered entity
- SARS Tax compliance pin

3.4 Exemptions

- None.