Generic Facilitator Guide

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This outcomes-based learning material was developed by Masifunde Training Centre with funding from INSETA in July 2014. The material is generic in nature and is intended to serve as a minimum standard for the industry.

1. Purpose

The purpose of this Facilitator Guide is to provide the Facilitator with a broad orientation for facilitating unit standards for INSETA accredited Training Providers.

2. Qualifications and Unit Standards which may be facilitated

QUALIFICATIONS:

- SAQA 49929: FETC: Short Term Insurance Level 4
- SAQA 49835: FETC: Retail Insurance Level 4
- SAQA 49649: FETC: Long Term Insurance Level 4
- SAQA 57917: FETC: Wealth Management Level 4
- SAQA 57608: National Certificate Wealth Management Level 5

Every unit standard consists of the following 12 components:

- Learner Guide

Formative assessment version 1:
- Learner Work File version 1
- Facilitator Assessor Guide version 1 (answers to the Learner Work File version 1)
- Formative Assessment sheets version 1

Formative assessment version 2:
- Learner Work File version 2
- Facilitator Assessor Guide version 2 (answers to the Learner Work File version 2)
- Formative Assessment sheets version 2

- Summative assessment version 1
- Summative assessment version 1 answers
- Summative assessment version 2
- Summative assessment version 2 answers
- Unit standard mapping matrix

In addition, there is an Exit Level Outcome Matrix for each qualification.

3. Delivery

The quality management system of each individual provider will govern the roll out and implementation of this facilitated learning programme,

Target group in terms of learning needs and employment status

This training is meant for people in the Financial Services sector who need to be compliant in terms of the FSB's Fit and Proper competency status.
Candidates need to achieve credits towards a recognised qualification offered through an INSETA accredited training provider.
The qualification chosen by the learner will depend on the product subcategories in which he offers advice or intermediary services with judgement.

Methods of delivery may vary and could be:

Face to face training
Groups of 10 – 25 learners are trained by a qualified and/or experienced facilitator in a classroom/ learning environment.
Learner Guides and Learner Work Files are supplied to each learner.

Hard copy distance training
Learner Guides and Learner Work Files are supplied to each learner. The learner studies the Learner Guide on his own and submits the completed Learner Work File.

e- learning

e-learning involves a training site where learners can access their course material online and complete and submit their Formative assessments online.

Blended learning
This may comprise a combination of the methods outlined above.

Process
All three methods of delivery require that the learner be found Competent on the Formative Assessment. Thereafter he will write a hard copy invigilated exam. This is an authenticity requirement laid down by INSETA. After that, the learner's work goes through a moderation process and INSETA verifies and approves the results. After this, the credits can be uploaded onto the National Learner Records Database (NLRD) and certificates printed.

4. Training Material

The Facilitator will teach from the Learner Guide and equip the learners with knowledge and skills so as to be able to complete the formative assessment.
Classroom methods may include discussion, group work, role-play, peer group review etc.
Once competency in the Formative assessment has been achieved, the learner is eligible to write a closed book invigilated Summative assessment.

4.1 Assessment
The formative assessment is in the form of a Learner Work File with assignments which the learners will complete in their own study time. Some examples of these activities are below:

	Tasks and Activities	**Independent Research**	**Summative Assessment**
Activities	♦ Topic Web of theory obtained via classroom learning ♦ On the Job	♦ Reading ♦ Research	

	Observation of Others. ♦ Completion of a Checklist ♦ Essays ♦ Group exercise		
Assessment Tools	♦ Checklist ♦ Essay ♦ Group Exercise ♦ Direct Observation	♦ Research Project	♦ Line Manager Observation ♦ Oral Assessment ♦ Written assessment

Once competency has been gained in the formative assessment, the learners will write a summative assessment which will be in the form of invigilated hard copy closed book exams.

4.2 Learning Map

Learners must be made aware of the notional hours for each unit standard to provide an estimation of the amount of time to be allocated to various learning activities.

Example of a Learning Path for a Unit Standard

Unit Standard Title:	Behave in a Professional Manner in a Workplace Environment
Level:	3
Credits:	5

Assessment	**🡐Formative / Continuous Assessment🡒**				**🡐Summative Assessment🡒**	
Learning activities for 50 hours of notional learning	Theory input (provide policies, reading)	Reading, research, on-the-job application	On-the-job observation of others. Checklist/ essays	Group exercise	Line Manager observation	Oral assessment
	6 hours	26 hours	10 hours	3 hours	3 hours	2 hours

	↓	↓	↓	↓	↓	↓
Portfolio of Evidence	←Compilation of Portfolio of Evidence→					
Complementary workplace practices	Coaching and Mentoring; Performance Management					

5 Who will facilitate the learning?

If the method of delivery is facilitated training, the trainer will be qualified and/or experienced as a trainer and preferably in the subsector of the qualification that is being taught.
As far as possible, subject matter experts will be sourced to facilitate the Fundamental unit standards.

The Training Provider will sign Service Level Agreements with their facilitators and contact facilitators to train designated groups of learners as per their Service Level Agreements.

Facilitator Contract and Conduct

The Training Provider will have a Facilitator Code of Conduct and standard Service Level Agreement that needs to be discussed and agreement signed before commencement of any learning programme. Make sure that these legal documents are in place before embarking on the facilitation of any programme.

5.1 The Facilitator will be contracted to carry out the following:

a. Allow himself to be fully conversant with the content of the course material for each **Unit Standard** requiring facilitation.

b. Facilitate the **Learner Guide** and the **Learner Work File** as provided by the Training Provider.

c. Informally assess each learner's competence in terms of the answers provided for the formative exercises in the **Facilitator Guide** provided by the Training Provider.

d. Collect **portfolios of evidence** from the Learners and ensure that they are handed to either the assessor or to a nominated representative of the Training Provider.

Inform the Training Provider of any **relevant feedback** in order to improve the facilitation and assessment process.

Should the Facilitator be unavailable for any reason, the Facilitator undertakes to inform the Training Provider of the non-availability timeously (i.e. not less than one week's notice, except in the case of illness or an emergency) so other arrangements can be made.

The Facilitator agrees to carry out the facilitation and formative assessment according to a timetable mutually agreed by the parties.

5.2 The Training Provider undertakes to carry out the following:

a. Organize the training event,
b. Provide induction to the Unit Standards and the course material,
c. Provide all course material,
d. Provide the assessment tools,
e. Provide the accredited assessor to carry out the summative assessments
f. Provide the moderation of the assessment.

5.3 Copyright/Confidentiality Agreement

The Training Provider will disclose certain confidential information, including but not limited to training methodology and documents and manuals supporting the training programme together with other confidential information. This information and all other information disclosed to the Facilitator is disclosed subject to the Facilitator and any partners, co-workers, associates or employees agreeing to the following terms of confidentiality:

a. The Facilitator acknowledges that all right, title and interest in and to any confidential information disclosed, vests in the Training Provider and that it and its partners, co-workers, associates or employees have no claims of any nature in and to any confidential information disclosed unless specifically agreed to in writing.

b. The Facilitator undertakes to maintain the confidentiality of any confidential information to which the Facilitator may be allowed access by the Training Provider, either before or after the commencement date of this undertaking. The Facilitator will not divulge or permit to be divulged to any person any aspect of such confidential information otherwise than that which may be allowed in terms of this undertaking

c. The Facilitator shall take all such steps as may be reasonably necessary to prevent the confidential information falling into the hands of an unauthorized third party

d. All documentation, whether in hard copy or electronic format, furnished to the Facilitator by the Training Provider pursuant to this undertaking shall remain the property of the Training Provider and upon the request of the Training Provider shall be returned to the Training Provider.

6. Learner Support

Please remember that this programme is Outcomes Based – this implies the following:

- The Learner is responsible for his/her own learning – as Facilitator you are required to make sure he/she has exposure to structured, highly participative contact sessions, and that he/she provides input to contact sessions activities where required.

- Activities are learner driven – make sure you assist the learner in using the Learner Guide and Portfolio Guide in the manner intended, and are familiar with the requirements for summative assessment.

- Due to the vocational nature of the qualification / learning programme, the Facilitator is required to facilitate all practical activities as closely as possible to actual working conditions, and to cover all formative activities in the Learner Guides.

- Assessment Support – Facilitators are required to provide support to learners in identifying coaching and mentoring requirements, and provide support to learners between facilitated sessions. Learners will return to the workplace for a period of time between each facilitated contact session, and must complete their Portfolios of Evidence in that period.

Working together.

Learners are encouraged to work together but are cautioned that their work must be their own authentic work. Plagiarism will not be condoned. Where group activities are indicated, the learner must acknowledge the members of his group.

7. Pre-workshop preparation

The Training Provider will provide an Orientation or Induction Session with the learners before the training event takes place. The Pre-Assessment Checklist below, in addition to a General Orientation Powerpoint presentation, may be used to cover the important information that must be conveyed to the learners.

Example of a Pre-assessment Checklist

Qualification:	
Company / Group/ Learner:	

Method of information delivery	**Email**	**Training site**	**Face to face**	**Manual**
Orientation Manual				
Technology Start-up document				
Powerpoint Orientation presentation				

Acknowledgement of understanding and/or Declaration of Authenticity		
Evidence	**Ticked in the Learner Work File Administration Document of each unit standard**	**Declaration of Authenticity in Summative Assessments**
Assessment Plan		
Plagiarism		
Reassessment process		
Appeals process		
Readiness for Summative assessment		
Special needs		
Date:		
Training Provider/Moderator		

The following information must be conveyed to the learners:

	Yes	No
Assessment Plan		
Dates, time & venue of orientation and assessment briefing		
Training schedule, dates, time, venue		
Unit standards to be trained		
SOs, ACs and CCFOs linked to assessments in Assessment Plan		
Dates, time, venue of assessment		
Formative and summative (exam) assessment		
Assessment Policy and competency requirements		
Dates, time & location of feedback		
Pre-assessment information		
Overview of current developments: SAQA & NQF		
Purpose of workplace assessment		
Roles & responsibilities of learners and assessors		
Role of the moderator		
Authenticity		
Plagiarism and consequences		
The collecting of evidence: knowledge questionnaire, assignment, observation		
Historic evidence & RPL		
The observation process		
Re-assessment opportunity for formative and summative assessments		
Appeals procedure is explained		
Administrative issues: Dating and signing of documents		
Agreement on Assessment Plan		
Agreement on unit standards learner will be assessed against		
Special & particular needs are discussed		

8. Facilitator Preparation

The facilitator must always be well prepared for the lesson.

This includes:

- Thorough preparation of the subject matter content
- Current examples and illustrations
- Awareness of the academic level of the learners and possible barriers to learning

Positioning and contextualising

During training, the facilitator must put the subject matter that is being studied into the broader context of the Financial Services industry and discuss the interrelationships between the components and aspects.

Venues

All facilitated training is delivered on the Client's premises or in a suitable Offsite venue. The trainer will make sure that the Offsite Safety Checklist is completed and signed as per the OSH requirements.

8.1 Facilitator Administration

Please make sure that you complete the following documents and submit to the provider at the end of the facilitation session:

- Attendance Registers
- Facilitator Report

The purpose of the Facilitation Report is to evaluate the following:

- logistics and support
- facilitation
- training material
- assessment

An example of a Facilitator Report

No	Criteria / Question	Poor	Below Standar	Sufficien t	Above Standar	Excellen t
		1	2	3	4	5
1	Was communication regarding attendance of the programme efficient and effective?					
2	Was the Programme Coordinator helpful and efficient?					
3	Was the training equipment and material used effective and prepared?					
4	Was the training venue conducive to learning (set-up for convenience of learners, comfortable in terms of temperature, etc.)?					
	Additional Comments on Logistics and Support					

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
B	**Facilitator Evaluation**					
1	Learners were prepared and motivated to attend the programme					
2	Learners participated well and provided constructive input					
3	The programme allows for the use of a variety of methods, exercises, activities and discussions					
4	Learners were punctual and kept to the schedule					

	Additional Comments on Facilitation

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
C	**Learning Programme Evaluation**					
1	The learning outcomes of the programme are relevant and suitable.					
2	The content of the programme was relevant and suitable for the target group.					
3	The length of the facilitation was suitable for the programme.					
4	The learning material assisted in learning new knowledge and skills to apply in a practical manner.					
5	The Learning Material was free from spelling and grammar errors					
6	Handouts and Exercises are clear, concise and relevant to the outcomes and content.					
7	Learning material is generally of a high standard, and user friendly					

Spelling/ Grammatical Errors		
Trainer/Learner File, etc.	**Section/Page**	**What?**

	Additional Comments on Learning Material

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
E	**Assessment Evaluation**					
1	A clear overview provided of the assessment requirements of the programme was provided					
2	The assessment process and time lines were clearly explained					
3	All assessment activities and activities were discussed					
	Additional Comments on Assessment					

Further Comments:
(Please note any relevant information, difficulties incurred, etc. that you regard as important.)
____
____
____
____
____

Facilitator Sign:		Date:	

An example of an Attendance Register

Programme Name		Facilitator Name	
Dates of Attendance		Venue	

Name & Surname	ID Number	Contact Details	1	2	3	4	5

8.2 Guidelines for Facilitators

This **Facilitators Guide is a resource**, which will help you to:

- Understand the programme, as well as its objectives, characteristics and the requirements it places on you the trainer.
- Work through this Facilitators' Guide thoroughly in the early stages of delivering this programme.
- Develop your confidence and ability to deliver, in a way that is best for you.

You will probably find yourself moving through **three stages of your development as a trainer** as you prepare for the facilitation of a unit standard:

- **Learning:** While learning to train a unit standard / programme, you may need to use the Learner Guide and Facilitator Assessor Guide as it will provide you with a simple and low-risk method for delivering the training.

- **Prompting:** As you become more comfortable with the programme, you may be able to move onto using the **Lesson Plan**. This document has been written as a prompt sheet to remind you of the contents to be covered, the structure and the sequence.

- **Creating:** You will inevitably reach a stage when you experience the Facilitator Assessor Guide as being "restrictive" and find that you can contribute many additional ideas in the delivery of this programme, go ahead, keeping to the **Lesson Plan**.

The notes are generally governed by a **key verb**. These are usually **Explain** or **Elicit.**

- **Explain:** will be followed by information that you need to tell the group.

- **Elicit:** will be followed by information that you need to make clear to the group either by asking them questions or that they generate information for themselves or by telling them and seeking their agreement/testing their understanding. How you elicit is up to you, you will need to plan your own questions, which you may state slightly differently each time that you train.

- A number of other **key words** have been used, i.e. discuss, model, demonstrate, etc, which will be self -explanatory.

The way you deliver the programme and the selection of the additional role-plays and exercises will be affected by the **experience of the delegates**. Get to know more about them prior to the training session:

- How many people do they do reviews with, i.e. how much time do they spend on performance management?
- When they do reviews (currently), i.e. how much more time do they need to invest in performance management?
- How long have they been doing reviews, i.e. their experience and knowledge of dealing with employees in this context?
- Their style of conducting reviews, i.e. how much participation do they encourage from their employees?

If you have not attended the programme as a delegate, you should spend time **reflecting on your own experiences of performance reviews,** as a Manager or as an Employee.

This will help you to:

- Apply the contents of the programme to your own experiences and develop a level of authority on the subject. Think about the various people who have reviewed your performance and how they did it. Think about the various people whose performance you have reviewed and how you went about doing it.
- Generate examples and case studies of your own to illustrate points as you make them.

8.3 Competencies for Facilitators

You will be required to be proficient in the following competencies.

Presentation of Content:

- Understanding and explaining key concepts.
- Effective presentation skills, i.e. use of training aids, verbal and non-verbal communication.
- Summarising key points in an effective and succinct manner.

Management of the Group:

- Using facilitation skills to promote a positive, comfortable learning environment for each delegate while maintaining appropriate control of the group process in order to achieve the learning objectives.

- Using questioning techniques that draw relevant information maximise group participation and check for understanding.
- Dealing with unplanned behaviour/events so that the objectives are still achieved.
- Managing time.

Management of exercises/skills practices:

- Providing sufficient rationale/instructions for exercises/skills practices to enable delegates to carry out the exercises.
- Following the procedure in the Leaders Guide in a proper sequence.

Feedback Skills:

- Analysing behaviors during role-plays accurately.
- Representing feedback accurately, meaningfully with appropriate evidences, i.e. using the same guidelines as in the Workbook.
- Presenting feedback that highlights learning, involves delegates in the process, specific actions are applied.

Facilitation of Skills Transfer:

- Using relevant examples/analogies to link concepts/skills practices to on the job experience.
- Stressing the value of the use of the skills in the workplace and making it easy for delegates to "transfer" this training.
- Drawing out connections from delegates by using knowledge of the organisation, their job environment and responsibilities.
- Modeling the skills with energy and enthusiasm.

8.4 Feedback skills for Facilitators

As feedback skills are critical throughout this programme, we have provided some guidelines, which will assist you.

Provide Structure:

Providing structure means telling people what is going to happen next, and what is going to be expected of them when it happens. This information will help them to relax and to prepare themselves.

Specifically:

- Give an overview of the feedback process at the beginning of the session.
- Give clear explanations of the next stage at major shift points; for example: at the end of the introduction; the end of group feedback; the end of individual feedback.
- Summarise the main conclusions reached by the group or individuals periodically for example; the end of a graph slide, or group feedback; the end of an individual's feedback.

Shift the Focus of Power:

In the face of objective data, the group can feel pretty powerless. The power rests with the data and with the person presenting it. It is important to shift the focus of power away from the facilitator/trainer and towards the group.

Specifically:

- Providing structure will help the group to feel in some control of the session.
- Clarifying the purpose of the feedback will help the group to take some responsibility for the session (for example the session is to help them make decisions, etc.)
- Getting the data up in front of the group as quickly as possible, so that there are no unnecessary delays (for example over-explanation of behaviour definitions or pieces of research; or perception gap exercises).
- Encouraging the individual and group to take ownership of assessing their own progress and development.

Be Quick:

One of the advantages of Behaviour Analysis is that it can help someone decide on a practical action for skill development relatively quickly.

This is because:

- It doesn't go for the whole picture.
- It doesn't explore in great depth why people behave in the way that they do.
- Ensures that you move through feedback at the right speed and do not become "bogged down"
- Focuses on the impact of someone's behaviour rather than its causes; understanding of impact provides the motivation to change.
- Moves from problem to solution; having established an area of concern or difficulty, explore what can be done, behaviourally, that will help.

Use Questions:

The role of the facilitator/trainer should be as a guide. This will involve some explanation; behaviours; explaining the slides; covering on research models. But the behavioural style should be primarily a questioning one.

Specifically:

- Seek information to encourage the group to discuss the data. In particular use Seeking Information to help the group evaluate the data, their own and the impact of other people's behaviour.
- Test Understanding to clarify the group's understanding of the data and meaning to them. Use it also to challenge people whom are avoiding or resisting messages from the data or from the rest of the group.
- Seek Proposals from the group and individuals about how they could improve their effectiveness.

Be specific:

As much as possible, be specific when you are giving feedback.

Specifically:

- Give specific examples of people's behaviour when appropriate. This is especially useful of Defend/Attack behaviour, when it is important to let people know exactly what was said. It is relevant for other behaviours and helps people to relate the data to what actually happened.

- Avoid vague comments such as "That's interesting" or "You might want to think about that". Comments like these, if left in the air unexplained, create the impression that you're withholding (negative) information from the group. The locus of power will shift back towards you and away from the group.
- When members of the group are talking, ask them to be specific and give examples. If they are talking about their job, ask them to give details.

Be non-evaluative:

Because the source of the feedback is objective data, the facilitator/trainer cannot afford to be evaluative or judgmental in any way. Subjective opinion will undermine the data and confuse the group. When you've just spent an hour observing a group make a complete hash of an activity, or being irritated beyond measure by the level of someone's Shutting Out behaviour, being non-evaluative and non-judgmental can be hard.

Specifically:

- Avoid using words which betray your value judgments, for example: "That's a good level of summarising there"; “If you Shut Out too much you're going to start irritating people". Not only do these words express your opinion, they suggest to the group that there are "right answers" that you are judging them against.
- Get the group to do their own evaluation. They may feel very differently to you (found the Summarising tedious or the Shutting Out acceptable). They may feel exactly the same as you. Either way, how they feel is more important than how you feel.

Be solution-centered:

Behaviour Analysis feedback is essentially solution-centered. Put it another way; Behaviour Analysis is about asking: "How could you be more effective?" rather than: "Why are you ineffective?” A common reason why people initially take a long time giving Behaviour Analysis based feedback is because they focus too heavily on problems, and often don't switch to solutions at all, which means that it's difficult to know where to stop! It also means that the person receiving the feedback has no way forward; they have been left with the problem.

As the facilitator/trainer, your role is to help people to:

- Identify areas where they have behaved inappropriately or not as effectively as they could have.
- Ways in which they could change their behavioural strategy so that they are more effective.
- Specific skills that they can develop in order to carry out their new strategy and ways in which they can develop these skills.

Be non-prescriptive:

The emphasis must always be on the receiver of the feedback identifying his/her own solution. There may be times when it is blindingly obvious to you what someone should do. If you tell them, the chances of them actually doing it are reduced. They will be far more committed to the solution if they identify it themselves.

Specifically use:

- Seeking proposal behaviour to encourage them to find solutions to issues that have arisen.
- Testing understanding to clarify their proposal, and as an alternative to disagreement if you think it is a poor solution.
- Building behaviour to modify the proposal in order to overcome any flaws that you have identified.

Integrate to other points:

The same issue will often arise at different points in the session: points raised during group feedback will re-emerge in someone's individual feedback, or the same point is reflected in two different graph slide displays. When this happens, try to refer back accurately to what people have said earlier.

This is important because:

- It shows you have heard and respected what they said.
- It avoids needless repetition and thus saves time.
- It can allow you to go into the issue more deeply, using their earlier responses as a starting point.

Make it relevant:

With Behaviour Analysis based feedback, it is easy to become absorbed by the data and thus focus too heavily on the "snapshot" that the data represents. It is important that you use the data, rather than, as can sometimes happen, the data using you.

Specifically:

- Help the group to explore whether the data is typical of their behaviour in other situations.
- Explore problems they experience in their job situations, to see if they are reflected by the data on display.
- Explore the ways in which they would like to be more effective in their present (and possible future) job situations.
- Identify action plans that are practical and which will be a step towards achieving greater effectiveness.

8.5 Preparing for the session

- Use the Session Preparation Checklist as a guideline to ensure that all required resources and materials are available prior to the training session.
- The lesson plan will also assist in preparing for the session.

NOTE:

- The Attendance Register should be completed by all candidates attending the training session.

Suggestions for Lesson Plan

Introduction

Welcome everyone to the session. Give a general overview of the training modules you will cover during the entire training process.

Confirm the training session by showing the OHT.
Exercise - Ice Breaker
To help set the atmosphere and put delegates at ease use one of the following ice breakers.

Explain how you would like delegates to introduce themselves.

Write the following on the flip chart:

- Who are you?
- What is your current job?
- Share some personal information about yourself.
- How many employees' performance will you be reviewing?
- Suggest a ground rule for the day.
- What are your expectations and/or reservations for this session?

Explain what you mean by ground rules. They should think about likes/dislikes about training, i.e. confidentiality, cell phones off, no interruptions, keep to agreed breaks, etc.

Explain that unless people have thought about what they want to get out of a training session, they rarely achieve anything of value from the session. Expectations include getting answers to questions, learning new skills, hearing different opinions etc.

Model how long you want delegates to take by introducing yourself using the questions on the flip chart. **Explain** that introductions should not take much longer than one to two minutes. These introductions can be carried out in a variety of ways.

Trainer Tip: It is possible that delegates have attended training courses together and know each other well. Here are a few variations that you can use for the ice breakers.

Option One: Divide the group into pairs. Request the individuals to introduce themselves to their partners. Ask their partners to introduce them to the group.

Option Two: Ask each individual to introduce themselves to the group.

Option Three: Non-verbal introduction. This icebreaker can be used very effectively if the delegates know each other very well and do not want to do the usual introductions. Divide them into pairs. Demonstrate the introduction to them by doing a non-verbal introduction of yourself and asking them to tell you what you have "told" them about yourself. Give them two minutes each to introduce themselves. When you have returned to the larger group get the partner to introduce the individual while the individual evaluates how accurately the partner introduces himself/herself. You can use this as a short discussion on the importance of non-verbal communication.

Option Four: Unprepared introduction. This introduction may be used to demonstrate that even if we work with people day after day, we don't often get to 'really' know them. Change the list on the flip chart to read: Name of person, what is their current job, some personal information about their family, their hobbies, and their favourite possession. Ask a delegate to introduce another delegate by using the above topics. The only rule is that they may not ask the delegate the information, they simply have to guess. Once the delegate has completed the introduction, ask the person he/she was introducing to supply the correct information where applicable. Also ask them to share a ground rule and their expectations and capture this on the flip chart.

Debrief by explaining how important it is to get to know your employees in order to manage their performance effectively.

Review the ground rules you've captured on the flip chart to ensure that everyone agrees with them. They can be added onto as needed. Place flip chart on wall.

Summarise the expectations and reservations. If there are any expectations that will not be covered in the session, highlight them and discuss with the group how best to deal with it, i.e. build it in, discuss in with the particular delegate, send them follow up information, etc.

Administrative Arrangements

Explain the administrative arrangements with the group in terms of:

- Smoking arrangements;
- Breaks;
- Meals and refreshments;
- Starting and finishing times; and
- The importance of attending the full session.

Elicit whether any special arrangements need to be made regarding times, special meals, etc.

Training Methodology

Explain the training methodology of the session, i.e. that the session is practical and experiential:

- Minimal theory just enough to cover principles, models and processes;
- Experiential by learning as much as possible through participation as individuals (sharing their experiences in group discussions).

Explain that this session belongs to the delegates and that they should feel free to question, argue constructively and ensure that they understand the process by the end of the session.

Workbooks

Hand out the workbooks and explain how it is designed and how it should be used.

Tell the delegates that the manuals are theirs and that in order to make their learning effective, they should feel free to make additional notes, jot down questions they have or simply sketch diagrams which will help them link information.

Discuss how the workbook is designed and meant to be used by talking them through the information in the workbook.

Course Contents and Outcomes

Explain the course outcomes and contents in context with the Unit Standard and the Index below.

Facilitator's Checklist

Preparation	**Yes**	**no**
Content Knowledge I have sufficient knowledge of the content to enable me to facilitate with ease.		
Application Knowledge I understand the program matrix and have prepared for program delivery accordingly.		
Ability to Respond to Learners Background and Experience I have studied the learner demographics, age group, experience and circumstances, and prepared for program delivery accordingly.		
Enthusiasm and Commitment I am passionate about my subject and have prepared my program delivery to create a motivating environment with real commitment to success.		
Enterprise Knowledge I know and understand the values, ethics, vision and mission of the service provider under whose auspices the program will be conducted, and have prepared my program delivery, reporting and administrative tasks accordingly.		
Equipment Checklist:		
Learner Guides: 1 per learner		
Learner Assessment Guides: 1 per learner		
Writing material and stationery for facilitator and learner		
White board and pens		
Flip chart paper		
Proxima projector and screen		
Notebook computer and program disk		
Documentation Checklist:		
Attendance register		
Course evaluation		
Learner course evaluation		
Portfolios of evidence		

Example of a Lesson plan

Welcome and opening 8:30- 9:30		
Activity	Resources	Time minutes
Welcome	-	5
Ice breaker	Ice breaker	10
Introductions	Name tags	10
Expectations	Flip chart	5
Programme over view	Flip chart	5
SA learning environment	Flip chart/ Projector	5
Programme outcomes/assessment process (refer to the assessment guide)	Flip chart projector	15
Rules	Flip chart	5
Time management	Flip chart	3
Resources and facilities	-	2
Programme lay out	Flip chart/ projector	5

Example of a Training Program

DAY 1	**SESSION 1** **Analyse the needs and motivation of an organisation in establishing a retirement fund (SO 1)**	Human Resources data is analysed in order to compile a profile of the organisation (SO 1, AC 1)	
	Topics Covered	**Time**	**Remarks**
	1. Define and explain key terms 2. Explore human resources data 3. Discuss how to compile a profile of an organisation 4. Demonstrate how to compile a profile of an organisation	20 min 20 min 30 min 40 min	• Pages 5-10 • Guide learners group activity learner guide page 8-9 • You may use discussion/ lecturing or facilitation to cover these topics. • Q & A session
	TEA BREAK		
	SESSION 2 **Analyse the needs and motivation of an organisation in establishing a retirement fund (SO 1)**	Economic and labour relations issues are analysed to determine the motivation for the fund. (SO 1, AC 2)	
	Topics Covered	**Time**	**Remarks**
	1. Explore economic and labour relations issues to determine the	45 min 20 min	• Allow learners to complete group activity: learner guide page 10

<table>
<tr><td></td><td></td><td>motivation for the fund</td><td>20 min
20 min</td><td>• You may use discussion/ lecturing or facilitation to cover these topics.
• Q & A session</td></tr>
<tr><td></td><td colspan="4">LUNCH BREAK</td></tr>
<tr><td></td><td></td><td>SESSION 3
Apply knowledge of legislation to determine the possible structure of a fund (SO 2)</td><td colspan="2">• Legislation that impacts on the structure of a fund is identified with reference to how legislation determines the possible structure of a fund. (SO 2, AC 1)
• The implications of potential changes in legislation for the structure of a fund are discussed with reference to current information. (SO 2, AC 2)</td></tr>
<tr><td></td><td></td><td>Topics Covered</td><td>Time</td><td>Remarks</td></tr>
<tr><td></td><td></td><td>1. Explore legislation that impacts on the structure on a fund
2. Discuss how legislation determines the possible structure of a fund
3. Discuss the implications of potential changes in legislation for the structure of a fund
4. Conclude</td><td>60 min
60 min
30 min</td><td>• Learner guide from page 11
• You may use discussion/ lecturing or facilitation to cover these topics.
• Q & A session
• Allow learners to complete group activity learner guide page 17</td></tr>
</table>

<table>
<tr><td>DAY 2</td><td></td><td>SESSION 1
Develop a proposal to meet the identified needs of a specific organisation (SO 3)</td><td colspan="2">A fund structure is selected and substantiated with reference to the identified needs of the client (SO 3, AC 1)</td></tr>
<tr><td></td><td></td><td>Topics Covered</td><td>Time</td><td>Remarks</td></tr>
<tr><td></td><td></td><td>1. Define key terms
2. Explore different types of fund structures
3. Demonstrate how to select a fund structure for a client</td><td>20 min
30 min
40 min</td><td>• Learner guide from page 18
• You may use discussion/ lecturing or facilitation to cover these topics.
• Q & A session</td></tr>
<tr><td></td><td colspan="4">TEA BREAK</td></tr>
<tr><td></td><td></td><td>SESSION 2
Develop a proposal to meet the identified needs of a specific organisation (SO 3)</td><td colspan="2">The tax implications of the selected fund structure are explained with reference to the tax profile of the client and the tax structure and salaries of the employees (SO 3, AC 2)</td></tr>
<tr><td></td><td></td><td>Topics Covered</td><td>Time</td><td>Remarks</td></tr>
<tr><td></td><td></td><td>1. Explain tax implications of fund structures
2. Explore the concept of tax profile</td><td>45 min
30 min</td><td>• Learner guide from page 21
• You may use discussion/ lecturing or facilitation to cover these topics.</td></tr>
</table>

		and tax structure 3. Evaluating the balance in your lifestyle 4. Support structures		• Q & A session
	LUNCH BREAK			
		SESSION 3 **Develop a proposal to meet the identified needs of a specific organisation (SO 3)**	• An insurance strategy is proposed to reinsure benefits. (SO 3, AC 3) • Labour relations implications are assessed with reference to conditions of employment. (SO 3, AC 4)	
		Topics Covered	**Time**	**Remarks**
		1. Explore insurance strategies 2. Demonstrate how to propose an insurance strategy to reinsure benefits 3. Explore labour relations implications 4. Explore conditions of employment 5. Demonstrate how to assess labour relations implications 6. Conclude	30 min 30 min 30 min 30 min 30 min	• Learner guide from page 26 • You may use discussion/ lecturing or facilitation to cover these topics. • Q & A session • Guide learners Chapter 3 tasks

DAY 3		**SESSION 1** **Develop a proposal to meet the identified needs of a specific organisation (SO 3)**	An organisation's capacity is tested against the proposed structure. (SO 3, AC 5)	
		Topics Covered	**Time**	**Remarks**
		1. Demonstrate how to test an organisation's capacity against proposed structure 2. Conclude	20 min 20 min	• Learner guide from page 28 • You may use discussion/ lecturing or facilitation to cover these topics. • Q & A session • Allow learners to complete individual activity: learner guide page 28
	TEA BREAK			
		SESSION 2 **Design and implementation plan (SO 4)**	• The rules of the fund are drafted in accordance with the proposal and relevant legislation. (SO 4, AC 1) • Systems and procedures are outlined to facilitate implementation. (SO 4, AC 2)	
		Topics Covered	**Time**	**Remarks**
		1. Introduce the session 2. Define and explain key terms	5 min 10 min	• Learner guide from page 29 • You may use discussion/ lecturing or

		3. Demonstrate how to draft the rules of the fund 4. Allow learners to practice 5. Outline systems and procedures to facilitate implementation 6. Debrief	40 min 60 min 30 min 5min	facilitation to cover these topics. • Q & A session
	LUNCH BREAK			
		SESSION 3 **Design and implementation plan (SO 4)**	Role players are identified to liaise with the proposed fund. (SO 4, AC 3)	
		Topics Covered	**Time**	**Remarks**
		1. Identify role players to liaise with the proposed fund 2. Allow learner contribution 3. Conclude 4. Allow learners to complete formative assessments	30 min 30 min 20 min	• Learner guide from page 31 • You may use discussion/ lecturing or facilitation to cover these topics. • Q & A session

9. Appeals and Disputes

The candidate has the right to appeal against assessment decision or practice they regard as unfair.

Table to show Appeals Procedure

Stage 1	1. Discuss the issue with the assessor. 2. Try to find a solution for the problem.
Stage 2	3. If there is still a disagreement, submit a written complaint to the internal moderator within two weeks of the assessment.
Stage 3	4. The internal moderator will conduct an investigation and meet with both parties. 5. A decision will be taken by the internal moderator, who will provide both parties with a report within four weeks.
Stage 4	6. If the learner is still unhappy about the outcome, he/she should refer the matter to INSQA.

10. Research material.

Learners are encouraged to carry out independent research. Training Providers may provide a list of resources for learners to use.

For example, the information below is based on information supplied by iisa for their learners:

Resources and information
RESEACH GUIDE

HOW TO COMPLETE THE ACTIVITIES

General guidelines

- Be guided by the specific instructions in the Learner Work File to answer each activity.
- It is very important that you complete each of the activities in order to meet with the learning outcomes required by the respective unit standards.
- Our Assessment Policy requires that you achieve 50% overall in the Learner Work File and that marks must be achieved for every activity.

1. What is the main focus of the activity?

- What kind of knowledge do you think you need to be able to answer the activity?

2. What sources can you use to complete the activity?

- Is there any information that you can obtain from people with whom you work?
- Can you use books, magazines, newspapers, the internet?
- Is the information reliable and trustworthy?

3. Do you understand the words used as instructions in the activities?

- The following table explains briefly what the specific verbs mean that are used in the context of the Learner Work File activities.

Word	Explanation
Analyse	To study a concept, theory or case study to determine its essential, most important parts, or to uncover the relationship of the constituent parts.
Apply	Provide a practical example or illustration of a concept or theory.
Categorise	To place something in a category.
Classify	To categorise; to place something in a category.
Compare	Draw a comparison between two things; to highlight the differences and/or similarities between two ideas, concepts, approaches, beliefs.
Define	To describe or explain the basic qualities of a concept.
Describe	Explain or tell what you have read or experienced.
Determine	To establish or ascertain definitely, after consideration, investigation or calculation.
Word	**Explanation**
Discuss	To examine a specific subject, looking at facts and reasons.
Evaluate	To appraise something; to make a judgment.
Explain	To make the nature or meaning of a subject or concept understandable.
Explore	To investigate and examine a topic or concept systematically.
Graphs (graphically)	A pictorial method, such as a pie chart or bar graph, used to illustrate quantitative relationships between two or more factors.
Identify	To name the identifying characteristics of a concept, subject or topic.
Illustrate	To clarify a concept, topic or subject, using examples or comparisons.
Indicate	To point out, discover, direct to knowledge of or, to show or to make known.
Interpret	Explain the meaning of something, using your own words.
Investigate	To systematically observe, inquire into or examine a subject, topic or concept in detail.
Justify	To provide examples and reasons for making certain statements or claims.

List	To itemise aspects related to a topic or subject.
Outline	To provide a general description that covers the main points of a topic or subject.
Recount	Provide an account of something; describe something in your own words.
Relate	To name or mention a connection of association of one thing to another.
Solve	To find a solution to a specified problem.
Summarise	Explain something shortly; to sum up the main ideas related to a particular topic or concept.
Tabulate	To arrange in tabular form; in other words, to condense and list.

4. **Is your information organized?**
   - Decide which information you will use to complete the activity.
   - File the other information for future reference.
   - Make sure you answer the question that is being asked.
   - Present your information in a structured and logical way.

5. **How will you present your answer?**
   - Write or type your answers into the answer block or space provided below the activity.
   - Remember to reference your sources
   - Be careful to put information in your own words so that you are not guilty of plagiarism.

USEFUL TOOLS AND RESOURCES

Useful information can be found in many different areas, e.g. the local newspaper, television and company-specific publications. Colleagues and industry specialists may prove to be valuable sources of information.

Consider using some of these resources when completing your Learner Work File activities:

- insurance intermediaries, legal advisors and financial advisors;
- policy wordings;
- the Internet (a list of some websites that you may wish to visit is provided below);
- newspaper and financial magazine publications, such as *Cover*, the *Financial Mail*, *Business Times*, and the *Business Day;*

- company forms, brochures, publications, materials and annual reports;
- relevant legislation;
- industry circulars or publications, especially those published by bodies such as SAIA, the LOA and the IRF;
- specific insurance-related text material (published, in the main, by Butterworths);
- a good dictionary, such as the *Concise Oxford Dictionary*.

WEBSITE ADDRESSES THAT YOU MAY FIND USEFUL

Insurance-related Organisations	
Association of Collective Investments	http://www.aci.co.za
Board of Healthcare Funders	http://www.bhfglobal.com
Financial Intelligence Centre	http://www.fic.gov.za
Financial Planning Institute of SA	http://www.fpi.co.za
Financial Services Board	http://www.fsb.co.za
Institute of Loss Adjusters	http://www.ilasa.org.za
Institute of Pension and Provident Fund Trustees	http://www.pensionsworld.com
Institute of Retirement Funds	http://www.irf.org.za
Institute of Risk Management	http://www.irmsa.org.za
Insurance Brokers Council	http://www.ibcsa.org.za
Insurance Gateway	http://www.insurancegateway.co.za
Life Offices Association	http://www.loa.co.za
Insurance-related Organisations	
Life Underwriters Association of SA	http://www.luasa.co.za
Office for the Long Term Insurance Ombudsman	http://www.ombud.co.za
Office for the Short Term Insurance Ombudsman	http://www.osti.co.za
Road Accident Fund	http://www.raf.co.za
South African Financial Services Intermediaries' Association	http://www.safsia.co.za
South African Institute of Financial Markets	http://www.saifm.co.za

South African Insurance Association	http://www.saia.co.za
South African Reserve Bank	http://www.reservebank.co.za
South African Revenue Services (SARS)	http://www.sars.gov.za
South African Special Risks Insurance Association	http://www.sasria.co.za
Legislative Information	
Acts	http://www.acts.co.za
Policy and Law Online News	http://www.polity.org.za
South African Government	http://www.gov.za
Media	
Business Day	http://www.businessday.co.za
Business Report	http://www.busrep.co.za
Business Times	http://www.btimes.co.za
FA News	http://www.fanews.co.za
Finance24.com	http://www.finance24.com
Financial Mail	http://.free.financialmail.co.za
iAfrica Business	http://business.iafrica.com
Mail & Guardian Online	http://www.mg.co.za
News24.com	http://www.news24.com
SABC News	http://www.sabcnews.co.za
South African Search Engines	
Aardvark	http://www.aardvark.co.za
Ananzi	http://www.ananzi.co.za
International Search Engines	
Altavista	http://www.altavista.com
Google	http://www.google.com
Yahoo	http://www.yahoo.com

All the Web	http://www.alltheweb.com
Mamma Metasearch	http://www.mamma.com
Webcrawler	http://www.webcrawler.com
Insurance Education	
INSETA	http://www.inseta.org.za
Insurance Institute of South Africa	http://www.iisa.co.za
SAQA	http://www.saqa.org.za
International Insurance Resources	
The Virtual Chase	http://www.virtualchase.com/resources/insurance.shtml
Astre	http://astre.scor.com/astrehelp/en/general/Insurance/biindex.htm
IRMI.com	http://www.irmi.com/expert/insurance.asp#Drafting
Risk Smart Solutions	http://www.risksmartsolutions.com
Insweb	http://www.insweb.com/research/glossaries.htm
Harvard Centre for Risk Analysis	http://www.hcra.harvard.edu
riskINFO	http://www.riskinfo.com
IIABA	http://www.iiaa.org
Business Insurance	http://www.businessinsurance.com/
International Insurance Resources	
American International Underwriters	http://www.aiu.com/
Insweb	http://www.insweb.com/learningcenter/default.htm
Insurance News Net	http://www.insurancenewsnet.com
Insurance Information Institute	http://www.iii.org
Insurance Dictionaries	
Insurance Dictionary	http://www.insurance-y2k.com/dictionary/uatdict.html

Glossarist	http://www.glossarist.com/glossaries/economy-finance/insurance.asp
Insurance Dictionary	http://www.pittsburghinsurance.net/insurance_dictionary.htm
	http://www.insurance.com/Learningcenter/Glossary
Insure Team	http://www.insureteam.com/insurance_dictionary_glossary
General	
Dictionary.com	http://www.dictionary.com
Business Referral and Information Network	http://www.brain.org.za