



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

## LECTURER AND MODERATOR TRAINING

# Planning, Setting, Moderation, Recording and Monitoring of ICASS for NC(V) and Report 191

## LSS Facilitator Guide

*2018*



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## Table of Contents

1. INTRODUCTION .....	1
2. APPROACH & METHODOLOGY .....	2
3. LAYOUT, TIMING AND SUGGESTED PROGRAMME .....	2
4. THE CONTENT OF THE ICASS SUPPORT PACKAGE .....	5
5. THE PROCESS .....	6
6. COLLEGE LSS FACILITATOR PREPARATIONS AND CHECKLIST .....	7
7. YOUR ROLE AS COLLEGE LSS FACILITATOR.....	7
7.1 General .....	7
7.2 Use of the Facilitator Checklist .....	7
8. SUBMISSIONS TO THE DHET COORDINATION OFFICE.....	8
9. PROGRAMME FACILITATION PLAN.....	8
ANNEXURE 1: WHAT IS AN LSS FACILITATOR? .....	21

## 1. INTRODUCTION

Welcome to the innovative approach implemented by the Department of Higher Education and Training for lecturer training through the Lecturer Support System (LSS). The LSS implies a shared responsibility between the Department and Colleges for lecturer support and updating of skills.

The LSS approach is explained in more detail in the LSS briefing documents and videos, available on the LSS Web Portal. We strongly advise that the LSS Manager, LSS Coordinator and assigned LSS Facilitator review this.

You will remember that:

- The LSS approach is based on the need to support and update TVET College lecturers already in service.
- An affordable design and delivery methodology has been adopted. This supports ~~both~~ lecturer competency retention and aims to reach all lecturers in the TVET sector.
- Support Packages will be made available to be formally facilitated by College assigned and DHET approved LSS Facilitators.
- Support Packages will be deployed and made available on the LSS Portal (<http://www.tvet-lecturer-support.co.za>) and more specifically on the relevant LSS Subject Site and/or other sites of the LSS Portal.
- College LSS Managers are responsible for the implementation of the programme, whereas the College LSS Coordinator is overall responsible for the planning, scheduling and implementation.
- Whilst College LSS Managers must ensure, that College LSS Facilitators (typically a HoD for a subject field) are briefed on their role, have accepted the associated responsibility and are given time to prepare and facilitate, the LSS Coordinators must ensure that the task is executed. The College LSS Coordinator and assigned College LSS Facilitator must jointly prepare for the session by reviewing the provided **Facilitator Guide** and **Facilitator Checklist**. ALET, LEES ASSEBLIEF DIE SIN MET DIE VERANDERINGE – HET GLAD NIE REG GELEES NIE.
- College LSS Managers/Coordinators must ensure that all College lecturers from all campuses assigned to teach a particular subject/programme participates. This is not the role of the College LSS Facilitator.
- College LSS Managers must ensure, and College LSS Coordinators see to, that all College lecturers are registered as LSS Portal users. This is not the role of the College LSS Facilitator.
- After completing the programme, colleges and lecturers will at any time have access to the programme via the LSS Portal to refresh their memory.

***Your role as the College LSS Manager, College LSS Coordinator or College LSS Facilitator is central to the successful implementation of the programme.***

The objectives of the programme are to ensure that:

- lecturers are fully equipped to set assessments of the correct standard
- pre-and post-moderation are done thoroughly
- marks are recorded and verified correctly.

We wish you great success with the programme.

## 2. APPROACH & METHODOLOGY

The approach adopted to implement the ICASS *Support Package* is **Facilitated Study at Colleges by a DHET approved LSS Facilitator on the campuses.**

The LSS Support Package can be delivered as a Facilitated Package at the college or as a Facilitated Package in a Cluster of Colleges where lecturers from several colleges attend. The first delivery of the package is mandatory to take place at the Central Office of the College.

The College LSS Manager is overall responsible for the implementation of the programme throughout the College, as instructed by the DHET. The College LSS Coordinator will organise and plan for implementation whereas a DHET approved College LSS Facilitator will facilitate the programme.

A mandatory **LSS Facilitator Training Package** has been made available to all Colleges and all Facilitators should by now have been trained in Facilitation Skills. The Package guides the Facilitator on the role of the LSS Facilitator, basic facilitation skills, how to run a LSS session and how to use the Facilitator's Guide, Checklist and other documents. Only DHET approved LSS Facilitators are permitted to facilitate the package.

This **Facilitator Guide** provides specific guidance and assistance on how to achieve the objectives of the package.

The LSS Facilitator must always be present at the venue. This is the person who holds the process together and ensures that the package is delivered. The LSS Facilitator will ensure that all sessions and assignments are completed as prescribed.

The LSS Support Packages provided by the Department consists of Presentation Videos, Study Materials, Assignments or Activities to be completed.

The Department requires a formal verification of lecturers that have completed the package and the related activities and assignments. The way this needs to be dealt with is described later in this Guide.

## 3. LAYOUT, TIMING AND SUGGESTED PROGRAMME

The actual dates and deadlines for the completion of the package will be communicated by the DHET National LSS Office.

LSS packages are designed for full day delivery and study. Colleges are not permitted to split delivery into smaller units. However, once a lecturer has completed the mandatory initial programme, the lecturer and/or his supervisor is free to organise refresher sessions of any duration and with a specific focus.

The LSS Facilitator should be allocated at least an additional 2 days to familiarise himself/herself with the Invigilator Package, to prepare for facilitation, do the printing and set up the venue.

Below is an outline of the estimated time per Module and per Session. All the **time indications** provided in the schedule below are **APPROXIMATE**. Some sessions may at some colleges take longer than at other colleges and that is fully accepted as long as the Facilitator ensures that the whole programme is delivered.

Suggested time-frames per Module and per Session				
Module name	Session	Video time	Activity time	Total time
<b>Introduction</b>	Welcome and introduction to the workshop	02:57	10	10 Min
<b>Module 1 – The importance and purpose of the ICASS Guidelines</b>	<b>Session 1: AN INTRODUCTION TO THE ICASS</b> <ul style="list-style-type: none"> <li>• Introduction to ICASS</li> <li>• The importance and purpose of the ICASS Guidelines</li> </ul>	03:52	10 MIN	5 Min
<b>Module 1 – The importance and purpose of the ICASS Guidelines</b>	<b>Session 2: EXPECTATIONS AND RESPONSIBILITIES IN THE ICASS</b> <ul style="list-style-type: none"> <li>• Guidelines and the latest ICASS Guidelines</li> <li>• The role of TVET colleges</li> <li>• The role of DHET</li> </ul>	08:11	12 MIN	20 Min
Total approximate time to be allocated to Welcome, Introduction and Module 1				<b>±30 minutes</b>
<b>Module 2 – The planning and setting of assessments</b>	<b>Session 1: THE IMPORTANCE OF SETTING QUALITY ASSESSMENTS</b>	8 Min	Act 1: 10 Min	20 Min
<b>Module 2 – The planning and setting of assessments</b>	<b>Session 2: ASSESSMENT TASKS CONSTITUTING THE ICASS MARK</b>	10 Min	Act 2: 20 Min	30 Min

<b>Suggested time-frames per Module and per Session</b>				
<b>Module name</b>	<b>Session</b>	<b>Video time</b>	<b>Activity time</b>	<b>Total time</b>
<b>Module 2</b> – The planning and setting of assessments	<b>Session 3: SUBJECT ASSESSMENT PLAN AND THE SUBJECT ASSESSMENT SCHEDULE FOR THE STUDENTS</b>	±10 minutes	Act 3: 15 Min Act 4: 20 Min	45 Min
<b>Module 2</b> – The planning and setting of assessments	<b>Session 4: SETTING ASSESSMENTS (CRITERIA 1 – 3)</b>	±13 minutes	Act 5: 10 Min Act 6: 20 Min Act 7: 15 Min Act 8: 20 Min Summative Assignment 2: 70 Min	140 Min
<b>Module 2</b> – The planning and setting of assessments	<b>Session 5: SETTING ASSESSMENTS (CRITERION 4)</b>	15 Min	Act 9: 15 Min	30 Min
<b>Module 2</b> – The planning and setting of assessments	<b>Session 6: SETTING ASSESSMENTS (CRITERION 5 – 8)</b>	13 Min	Summative Assignment 1: 50 Min Act 10: 20 Min Act 11: 10 Min	30 Min
Total approximate time to be allocated to Module 2				<b>±295 Minutes</b>
<b>Module 3</b> – The moderation process (pre- and post-moderation)	<b>Session 1: PRE-MODERATION</b>	±20 minutes	Activity 12: 10 Min Summative Assignment 3: 120 Min	150 Min
<b>Module 3</b> – The moderation process (pre- and post-moderation)	<b>Session 2: POST-MODERATION</b>	14 Min	100 Min	115 Min
Total approximate time to be allocated to Module 3				<b>±265 Minutes</b>
<b>Module 4</b> – The verification of marks	<b>Session 1: INTRODUCTION AND EVIDENCE TO KEEP</b>	11:27	5 min discussion	16 Min

Suggested time-frames per Module and per Session				
Module name	Session	Video time	Activity time	Total time
Module 4 – The verification of marks	Session 2: <b>VERIFICATION AND CONCLUSION</b>	09:15	5 min discussion	14 Min
Total approximate time to be allocated to Module 4				<b>±30 minutes</b>
<b>Wrapping up and closure</b>	• Completion of assessment	10 Minutes		±30 Min
	• Evaluation Questionnaire	10 Minutes		
	• Final wrapping up and closure	10 Minutes		
Total approximate time to be allocated to wrapping up and closure.				<b>±30 Minutes</b>

**Please take note of the following: -**

- *The total video and activity time is between 11 and 12 hours.*
- *That, however, excludes time for tea breaks, lunch breaks and other comfort breaks.*

#### **4. THE CONTENT OF THE ICASS SUPPORT PACKAGE**

The LSS Support Package consists of the following:

- 1 LSS Facilitator Guide
- 1 LSS Facilitator Checklist
- 4 Video presentations to support each of the Sessions
- 12 Activities in workbook
- 3 Summative assignments
- DHET Reference Documents (ICASS guidelines, DHET document on A quick guide to typing and editing of question papers and marking guidelines)
- Feedback and Evaluation form (provided by DHET)
- Attendance Registers (provided by DHET)

The program and supporting materials are available for downloading from the **DHET LSS Portal** (<http://www.tvet-lecturer-support.co.za>). It can be found on the dedicated website for **“ICASS SUPPORT”**.

The College LSS Coordinator and/or the assigned College LSS Facilitator are responsible for downloading the full package of programme materials from the LSS Portal and to properly install them on the laptop used by a college to implement the package.

Please use the **Guide on how to find the Package Documents and Videos** on the Facilitator website to download the package. **Get assistance from your ICT Specialist** at your college if needed. Depending on your internet speed, **it should take you no longer than an hour in total to download.**

We have developed a **“checklist”** for College LSS Facilitators to support preparations and we strongly advise that you make extensive use of that.

## 5. THE PROCESS

- The College LSS Coordinator and/or the assigned College LSS Facilitator will have to **download and print out and organise programme materials** including:
  - LSS Facilitator Materials (for own use)
  - Participants Folder/File (with handouts, activity sheets, assignment sheets) unless specifically indicated in this Facilitator Guide that such must be handed out during the programme.
- The College LSS Facilitator must ensure the timely implementation of the programme and that all videos are viewed, assignments and activities completed and that the feedback and evaluation form are completed.
- Lecturers must actively watch and listen to the video presentations, actively participate and complete the programme activities and assignments.
- The LSS Facilitator must at all times emphasise that lecturers need to take notes and write down questions they may want to ask.
- If there is anything lecturers would like to see/hear again, the facilitator ~~you~~ should replay that section of the video presentation. Just stop, go back and play again.
- The Facilitators are encouraged to allow time for specific questions and short discussions by pausing the video to accommodate this. This should be managed properly to ensure adherence to time-frames.
- Encourage the lecturers to discuss the content of the presentation; to give feedback from their fields of expertise and to share examples of good practice.
- The College LSS Facilitator must capture questions and issues that require responses from DHET. At DHET, the National LSS Coordination Office will ensure that the questions will be forwarded to subject and other experts for clarification.
- Questions from all 50 TVET Colleges will be compiled and answers will be made available on the Subject or Theme website of the LSS Portal (<http://www.tvet-lecturer-support.co.za>).
- Lecturers can in most instances work together in small teams to complete the assignments.
- When they have completed individual assignments (where applicable), they should exchange their worksheets with a colleague.
- Finally, the lecturers must complete a feedback and evaluation form as required by the DHET. The LSS Coordinator will be responsible for submitting this to the LSS Coordination Office.
- As required or specified in the programme, the college LSS Coordinator will be the link between the lecturers and the DHET National Coordination Office for sending in questions and compulsory assignments completed by lecturers.



## 6. COLLEGE LSS FACILITATOR PREPARATIONS AND CHECKLIST

- Consult the provided **Facilitator's Checklist** (available as part of the LSS Support Package), which highlights the logistical arrangements and activities that need to be completed prior to the start of the programme.
- A detailed schedule of activities and times is provided in the checklist. The LSS Facilitator must go through, and use the document as a checklist during programme implementation.
- Prior to the session, the College LSS Facilitators must familiarise themselves with the videos, the assignments and the worksheets as applicable.

## 7. YOUR ROLE AS COLLEGE LSS FACILITATOR

### 7.1 General

The College LSS facilitator's role is to prepare, manage and facilitate the LSS Support Package. This can be scheduled as full time training over a period of 2 days or shorter sessions as scheduled.

PLEASE NOTE: **YOU ARE THERE AS A FACILITATOR, AND NOT AS A CONTENT SPECIALIST.** You are not responsible for the course content or for the lecturing/presentation of the content. Your responsibility is merely the facilitation of the session.

Please also remember that you must not leave the training session at any point in time.

You have also been trained as an LSS Facilitator and are strongly advised to re-look some of the videos made available as part of the Facilitator Training Programme. We have annexed (Annexure 1) a summary of the key roles and responsibilities of the LSS Facilitator and provided a few hints on best practices.

### 7.2 Use of the Facilitator Checklist

Use the Facilitator Checklist extensively when planning and preparing for the Support Package. This Checklist is included in the folder called "Facilitator Documentation" as part of the package. The Checklist will assist you to follow a specific routine to ensure that:

- The venue is booked and equipped to support the facilitation.
- All programme materials are downloaded from the LSS portal and installed in folders on the laptop to be used by the facilitator.
- A copy of the proposed structure to file and save the package on your laptop is also provided in the "facilitator documentation" – folder.
- That a small participant's file/pack is prepared for all lecturers and that the file contains prints of all relevant documents (as advised).
- The video function on the laptop/computer is correctly set.
- An appropriate speaker to ensure a good sound system.
- All video presentations are shown as prescribed.
- All assignments are completed by lecturers.
- The programme timetable is managed i.e. that the lecturers adhere to the programme time table.

- The attendance registers are kept and that the evaluation forms are completed and collected.
- Documents are printed, scanned and emailed (using the LSS) to the DHET National LSS Coordination Office.

### **7.3 Welcome and Opening Session**

The LSS Manager or a Senior College Executive must welcome the participants to the session. The following must be covered in the opening address:

- Why participants are there/objectives of the programme
- What they are expected to accomplish and how this will be accomplished
- Follow up on agreed actions
- House Rules during the programme (use of mobile phones, own laptops, smoking, lunch, adhering to the timetable etc.)
- Reporting requirements to the DHET

## **8. SUBMISSIONS TO THE DHET COORDINATION OFFICE**

The DHET, and specifically the LSS, will be testing out a process of electronically generated attendance registers and signing-off of these registers by the Facilitator, as well as the Campus Manager.

The detail of this process will be communicated as soon as the system has been upgraded to accommodate this.

## **9. PROGRAMME FACILITATION PLAN**

Below please find a detailed programme facilitation plan, divided into sessions. This plan will support you to implement the programme. It stipulates **what** you need to do, **how** to do it and **when** to do it.

## Facilitation Plan: TRAINING ON IMPLEMENTATION OF ICASS GUIDELINES FOR REPORT 191 PROGRAMMES AND NC(V) QUALIFICATIONS

SESSIONS	LECTURER'S TASKS	LSS FACILITATOR ROLE
<b>Preparations prior to the start of the training</b>		
<b>Administration and Organisation</b>	Behave in a supporting way	<ul style="list-style-type: none"> <li>• <b>Use Facilitator's Checklist</b> to ensure that all necessary preparations have been completed.</li> <li>• Be fully conversant with <b>Facilitator Guide, lecturer documents and videos</b></li> <li>• Ensure Handouts (Learning material; ICASS templates; workbook/assignment; DHET document on "A quick guide to typing and editing of question papers and marking guidelines" have been handed out to lecturers. Lecturers should bring their own syllabi/SAGs)</li> <li>• Explain that for each session they will use the documents listed and contained under that section in the file.</li> </ul>
<b>DAY 1 08:00 – 10:00</b> <b>(estimated time: 2 hours)</b>		
<b>INTRODUCTION</b> <b>02:57 MIN (Video time) Admin time 30 MIN</b>		
SESSION/TOPIC	LECTURERS' TASKS	LSS FACILITATOR ROLE
<b>1.1 INTRODUCTION</b> <b>Welcome and Introduction to LSS</b> <b>Approach towards TVET lecturer</b> <b>Updating &amp; Support</b>	<ul style="list-style-type: none"> <li>• Arrive, sign attendance register each day.</li> <li>• Receive file with documentation</li> <li>• Make lecturers check that they have all documents in their file (Use Index file) <ul style="list-style-type: none"> <li>○ Subject guidelines/syllabi</li> <li>○ Relevant assessment guidelines (NC(V) programmes)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Welcome</b> Lecturers to the programme (LSS Manager) – warm and collegial</li> <li>• Add a few words of motivation and explanation as needed.</li> <li>• Confirm the <b>house rules</b> for the day in collaboration with lecturers e.g. no cell phones, attendance throughout sessions etc.</li> <li>• Hand out <b>training file</b> to lecturers.</li> <li>• Explain programme, organisation and delivery/approach/method and what is expected from the lecturers and <b>show Video LSS Intro Video</b> – ask for questions.</li> <li>• Explain that lecturers have the opportunity to submit questions to and get clarifications from a <b>Subject Specialist via the LSS Portal</b></li> </ul>

<p><b>Video Intro:</b></p> <ul style="list-style-type: none"> <li>❖ <b>Play Video “Module 1_ Introduction &amp; Session 1” 0:00 - 02:35MIN</b></li> </ul>	<ul style="list-style-type: none"> <li>○ The latest ICASS Guidelines</li> <li>○ The latest ICASS Templates</li> <li>○ DHET document</li> <li>● Pay attention to Welcome by LSS Manager</li> <li>● Pay attention to introductory videos</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Play introduction video 0:00 - 02:35 MIN</b></li> <li>● Pause video when requested. (02:35)</li> <li>● Lecturers to check that they have all the documentation listed: <ul style="list-style-type: none"> <li>○ Subject guidelines/syllabi</li> <li>○ Relevant assessment guidelines (NC(V) programmes)</li> <li>○ The latest ICASS Guidelines</li> <li>○ The latest ICASS Templates</li> <li>○ DHET document</li> </ul> </li> <li>● Ask for questions</li> </ul>
<p><b>MODULE 1</b></p> <p><b>THE IMPORTANCE AND PURPOSE OF THE ICASS</b></p> <p><b>14:10 (Video time) 15 MIN (Discussion time)</b></p> <p><b>Total Time for Module 1 = 40 MIN</b></p>		
<p><b>SESSION 1</b></p> <p><b>AN INTRODUCTION TO THE ICASS</b></p> <p><b>03:52 MIN (Video time)</b></p>		
<p><b>SESSION/TOPIC</b></p>	<p><b>LECTURERS’ TASKS</b></p>	<p><b>LSS FACILITATOR ROLE</b></p>
<p><b>Session 1 - Introduction to ICASS</b></p> <ul style="list-style-type: none"> <li>● The importance and purpose of the ICASS Guidelines</li> <li>● The approach to the workshop</li> </ul> <p><b>±10 minutes (Including introduction)</b></p>	<ul style="list-style-type: none"> <li>● Actively watch and listen to the presentation.</li> <li>● Take notes of key points.</li> <li>● Discuss questions.</li> <li>● Jot down issues and questions to be clarified by the group and/or which could be passed on to the DHET Subject Specialist.</li> </ul>	<p>Divide lecturers into Report 191 semester/trimester groups and NC(V) programmes – fundamental and vocational. A group can consist of 4 – 5 lecturers (If applicable). Participants should remain seated in their groups for the duration of Module 1 activities.</p> <ul style="list-style-type: none"> <li>● <b>Resume video 02:52 – 06:09 MIN</b></li> <li>● Ask participants if they have questions concerning the differences. The questions can be answered by the participants. If there is a question you cannot answer as a group, send it through to the LSS office who will respond the same day.</li> <li>● Prepare lecturers for session 2 (Turn to page 2 and 3 of the participant hand-out) (The video also explains what will be covered in session 2)</li> </ul>

		<b>End Video “Module 1 Introduction &amp; Session 1” 06:09 MIN</b>
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<b>SESSION 2</b> <b>EXPECTATIONS AND RESPONSIBILITIES IN THE ICASS</b> <b>08:11 MIN (Video time)</b>		
<b>Session 2 –Expectations and responsibilities in the ICASS</b> <ul style="list-style-type: none"> <li>The differences between the previous ICASS Guidelines and the latest ICASS Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Take notes of key points.</li> <li><b>Discuss</b> the differences between the latest ICASS and the previous ICASS for their courses. (Report 191 programmes and NC(V) qualifications) (4 MIN)</li> </ul>	<ul style="list-style-type: none"> <li><b>Play video 0:00 - 03:04 MIN</b></li> <li>Pause video <b>03:04 MIN</b></li> <li>Encourage lecturers to discuss the differences between the latest ICASS and the previous ICASS for their courses. (Refer to page 2 and 3 of the Participant hand-out) (Report 191 programmes and NC(V) qualifications)</li> <li>Ask participants if they have questions concerning the differences. The questions can be answered by the participants. If there is a question you cannot answer as a group, send it through to the LSS office who will respond the same day.</li> </ul>
<ul style="list-style-type: none"> <li>The role of TVET colleges</li> </ul>	<ul style="list-style-type: none"> <li>Actively watch and listen to the presentation.</li> <li><b>Discuss</b> whether your College is implementing these guidelines and whether there are any gaps you are aware of. (10 MIN)</li> </ul>	<ul style="list-style-type: none"> <li><b>Resume video 03:06 – 06:15 MIN</b></li> <li>Refer participants to Participant Handout page 3-5</li> <li>Introduce the discussion</li> <li>Possible discussion points: What do you know about the following processes? <ul style="list-style-type: none"> <li>assessment plans and schedules</li> <li>suitable assessment tasks and tools</li> <li>subject level moderation</li> <li>verification of evidence and marks</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>The role of DHET</li> </ul>	<ul style="list-style-type: none"> <li>Actively watch and listen to the presentation.</li> <li>After <b>review</b> of module discuss in groups the importance and purpose of the ICASS, what role the College plays in the implementation and what role the DHET plays. (4 MIN)</li> </ul>	<ul style="list-style-type: none"> <li><b>Resume video 06:15 – 08:11 MIN</b></li> </ul> <p><b>This concludes Module 1 session 2</b></p>
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<p><b>MODULE 2</b>  <b>THE PLANNING AND SETTING OF ASSESSMENTS</b>  <b>70:00 (Video time) 180 MIN (Activity time)</b>  <b>Total Time for Module 2 = 250 MIN (4 hours)</b></p>		
<p><b>SESSION 1</b>  <b>THE IMPORTANCE OF SETTING QUALITY ASSESSMENTS</b>  <b>07:48 MIN (Video time)</b></p>		
<p>The importance of setting qualitative assessments</p>	<ul style="list-style-type: none"> <li>Actively watch and listen to the presentation</li> <li>Complete <b>Activity 1:</b> The elements of a good question paper (10 min)</li> </ul>	<ul style="list-style-type: none"> <li><b>Play video 0:00 - 02:47 MIN</b></li> <li><b>Pause video 02:47 MIN</b></li> <li>Introduce <b>Module 2 activity 1:</b> (group work) Make sure lecturers have the Activity for Module 2 Activity 1 in front of them. Explain that lecturers will complete this activity in groups Hand out the answer sheet after participants have completed the activity</li> <li><b>Resume video 02:40 – 08:02MIN</b></li> </ul> <p><i>End Video "Module 2: Session 1"</i> 08:02 MIN</p>
<p><b>SESSION 2</b>  <b>ASSESSMENT TASKS CONSTITUTING THE ICASS MARK</b>  <b>10:34 MIN (Video time)</b></p>		

<p>Assessment tasks constituting the ICASS mark</p>	<ul style="list-style-type: none"> <li>• Complete <b>Activity 2:</b> Assessment tasks constituting the ICASS mark (20 min)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Play video 0:00 - 01:06 MIN</b></li> <li>• <b>Pause video 01:06 MIN</b></li> <li>• Make sure lecturers have the Activity for <b>Module 2 Activity 2</b> in front of them.</li> <li>• Lecturers complete <b>activity 2:</b> What constitutes an ICASS mark for your subject? Hand out the answer sheet after participants have completed the activity</li> </ul> <p><b>Resume video 01:06 – 10:34 MIN</b> Annexure D for Vocational subjects NC(V)</p> <p><b>End Video “Module 2: Session 2”</b> <b>10:34 MIN</b></p>
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**SESSION 3**  
**SUBJECT ASSESSMENT PLAN AND THE SUBJECT ASSESSMENT SCHEDULE FOR THE STUDENTS**  
**10:41 MIN (Video time)**

<p>Subject assessment plan and the Subject assessment schedule for the students</p>	<ul style="list-style-type: none"> <li>• Complete <b>Activity 3:</b> Types of assessments included in the ICASS (15 min)</li> <li>• Complete <b>Activity 4:</b> The setting of assignments/ projects/ practicals (20 min)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Play video 0:00 - 04:15 MIN</b></li> <li>• <b>Pause video 04:15 MIN</b></li> <li>• Participants complete <b>Module 2 activity 3</b> (individual activity) - What are the components of your ICASS? (Page 6 – 8 – Participant hand-out)  Hand out the answer sheet after participants have completed the activity</li> <li>• <b>Pause video 10:05 MIN</b> Participants complete <b>Module 2 activity 4</b> (can be done in groups): The setting of assignments/practicum for your subject. Feedback is found in ICASS templates:  Hand out the answer sheet after participants have completed the activity</li> </ul> <p><b>Annexure T3 for trimester programmes Report 191</b> <b>Annexure S3 for semester programmes Report 191</b> <b>Annexure C for Fundamental subjects NC(V)</b></p>
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		<ul style="list-style-type: none"> <li>Resume video <b>10:05 – 10:41 MIN</b></li> </ul> <p><i>End Video “Module 2: Session 3”</i> <b>10:41 MIN</b></p>
<p><b>10:30 – 11:00 Tea break (30 min)</b> As LSS Facilitator, you need to be back in the classroom <b>BEFORE</b> the end of the break!</p>		
<p><b>DAY 1 11:00 – 13:30</b> (estimated time: 2 hours)</p>		
<p><b>SESSION 4</b> <b>SETTING ASSESSMENTS (CRITERIA 1 – 3)</b> <b>12:52 MIN (Video time)</b></p>		
Setting assessments (criteria 1 – 3)	<p>Complete <b>Activity 5</b>: The purpose of the analysis grid (10 min)</p> <ul style="list-style-type: none"> <li>Actively watch and listen to the presentation and videos.</li> <li>Take notes of key points.</li> <li>Discuss questions.</li> <li>Jot down issues and questions to be clarified by the group and/or which could be passed on to the DHET Subject Specialist.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that lecturers have all the necessary documentation (subject guidelines/syllabi; assessment guidelines; ICASS guidelines; ICASS templates; relevant subject textbooks; DHET document on a quick guide to the typing and editing of question papers and marking guidelines; workbook)</li> <li><b>Play video 0:00 - 03:12MIN</b></li> <li><b>Pause video 03:12 MIN</b></li> <li>Introduce <b>activity 5</b> (group activity/closed book): Purpose of analysis grid Feedback in notes.</li> </ul> <p>Hand out the answer sheet after participants have completed the activity</p> <ul style="list-style-type: none"> <li><b>Resume video 03:12 – 05:28 MIN</b></li> </ul>



	<ul style="list-style-type: none"> <li>Do <b>Activity 6</b>: Criterion2 Technical criteria (20 min)</li> </ul>	<ul style="list-style-type: none"> <li><b>Pause video 05:28 MIN</b></li> <li>Introduce <b>activity 6</b> (group activity): Guidelines on typing of question papers and marking guidelines – DHET document Feedback in notes, but also allow for feedback from lecturers.  Hand out the answer sheet after participants have completed the activity</li> <li><b>Resume video 05:28 – 10:49 MIN</b></li> </ul>
	<ul style="list-style-type: none"> <li>Do <b>Activity 7</b>: Criterion 3 Content coverage (15 min)</li> </ul>	<ul style="list-style-type: none"> <li><b>Pause video 10:49 MIN</b></li> <li>Introduce <b>activity 7</b>: Identify mistakes. Feedback from floor: lead the discussion  Hand out the answer sheet after participants have completed the activity</li> <li><b>Resume video 10:49 – 12:14 MIN</b></li> </ul>
	<ul style="list-style-type: none"> <li>Do <b>Activity 8</b>: Criterion 4 Cognitive levels (20 min)</li> </ul>	<ul style="list-style-type: none"> <li><b>Pause video 12:14 MIN</b></li> <li>Introduce <b>activity 8</b>: A creative and topic-integrated paper.  Allow time for lecturers to set (in groups or individually) a creative and topic-integrated question (to be handed in at end of workshop) Hand out the answer sheet after participants have completed the activity</li> <li>Once lecturers have completed this activity, let them complete summative assessment assignment 1.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Summative practical assignment 1</b> (individual activity): The setting of an examination paper and memorandum (To be handed in at end of workshop for submission to DHET) (50 min)</li> </ul>	<ul style="list-style-type: none"> <li>Introduce <b>Summative practical assignment 1</b> (individual activity): The setting of an examination paper and memorandum (To be handed in at end of workshop for submission to DHET)</li> <li>Collect assignments and submit to your College LSS Coordinator</li> <li><b>Resume video 12:14 – 12:52 MIN</b></li> </ul> <p>Show video: Analysis grid <b>End Video “Module 2: Session 4” 12:52 MIN</b></p>

**Lunch: 13:30 – 14:15 (45 minutes)**

**BE BACK ON TIME!**

**DAY 1 14:15 – 16:15**

**(estimated time: 2 hours)**

**SESSION 5**

**SETTING ASSESSMENTS (CRITERIA 4)**

**15:00 MIN (Video time)**

Setting assessments (criteria 4)

**±105 minutes**

- Do **Activity 9**: Criterion 5 Types of questions asked (15 min)

- **Play video 0:00 - 14:04 MIN**
- **Pause video 14:04 MIN**
- Participants complete **Module 2 activity 9** (group activity): Different type of questions and mark allocations

Hand out the answer sheet after participants have completed the activity

- **Resume video 14:04 – 15:00 MIN**
- End Video "Module 2 Session 5"**  
**15:00 MIN**

**SESSION 6**

**SETTING ASSESSMENTS (CRITERIA 5 – 8)**

**13:08 MIN (Video time)**

Setting assessments (criteria 5 – 8)

- Actively watch and listen to the presentation.
- Do **activity 10 (20 Min)**
- Do **Summative Assignment 1**: Creative and topic-integrated paper (50 min)
- Take notes of key points.
- Discuss questions.
- Jot down issues and questions to be clarified by the group and/or which

- **Play video 0:00 - 01:22 MIN**
- **Pause video 01:22 MIN**
- Introduce **Module 2 activity 10** (group activity): Evaluation of a case study and correction of errors.
- Refer to example in workbook (page 15).

Hand out the answer sheet after participants have completed the activity

	could be passed on to the DHET Subject Specialist.	
	<ul style="list-style-type: none"> <li>Do <b>Activity 11</b>: Criterion 6 Language and bias (20 min)</li> </ul>	<ul style="list-style-type: none"> <li><b>Resume video 01:22 – 04:38MIN</b></li> <li><b>Pause video 04:38 MIN</b></li> <li>Participants complete <b>Module 2 activity 11</b>: Identify mistakes. Feedback from floor</li> </ul> <p>Hand out the answer sheet after participants have completed the activity</p> <p><b>Resume video 04:38 – 13:08MIN</b>  <b>End Video “Module 2 Session 6”</b>  <b>13:08 MIN</b></p>

**DAY 2 08:00 – 10:30**  
**(estimated time: 2 hours 30 min)**

**MODULE 3**  
**THE MODERATION PROCESS (PRE- AND POST-MODERATION)**  
**25:00 (Video time) 110 MIN (Activity time)**

**SESSION 1**  
**Pre-moderation**  
**20:00 MIN (Video time)**

SESSION/TOPIC	LECTURER’S TASKS	LSS FACILITATOR ROLE
<p><b>Module 3:</b> The moderation process (pre- and post-moderation)</p> <ul style="list-style-type: none"> <li>Introduction to moderation</li> <li>The Importance of internal moderation of the ICASS</li> <li>ICASS marks for report 191 and NC(V) programmes</li> <li>The moderation process</li> <li>Recording marks</li> </ul> <p><b>±140 Minutes</b></p>	<ul style="list-style-type: none"> <li>Arrive, sign attendance register each day.</li> <li>Actively watch and listen to the presentation.</li> <li>Take notes of key points.</li> <li>Discuss questions.</li> <li>Jot down issues and questions to be clarified by the group and/or which</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that attendance register is signed</li> <li><b>Play video 0:00 - 03:37 MIN</b></li> <li><b>Pause video 03:37 MIN</b></li> <li>Introduce <b>Module 3 Activity 12</b> (Phases of moderation). Hand out the answer sheet after participants have completed the activity</li> <li><b>Resume video 03:37 – 19:31 MIN</b></li> <li>Introduce <b>Summative Assignment 2</b> (group or individual activity). Exchange papers already set in Module 2 and moderate these papers. Complete all the</li> </ul>

	<p>could be passed on to the DHET Subject Specialist.</p> <ul style="list-style-type: none"> <li>• Do <b>Activity 12</b>: Two parts of the moderation process (10 min)</li> <li>• <b>Summative Assignment 2</b> (120 MIN) (group or individual activity). Exchange papers already set in Module 2 and moderate these papers. Complete all the moderation documentation. This needs to be handed in as part of final assessment to be submitted to DHET.</li> </ul>	<p>moderation documentation. This needs to be handed in as part of final assessment to be submitted to DHET.</p> <ul style="list-style-type: none"> <li>• Collect assignments and submit to your College LSS Coordinator</li> <li>• <b>Resume video 19:31 – 20:20 MIN</b></li> </ul> <p><i>End Video “Module 3 Introduction &amp; Session 1”</i> <b>20:20 MIN</b></p>
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**10:30 – 11:00 Tea break (30 min)**  
**As LSS Facilitator, you need to be back in the classroom BEFORE the end of the break!**

**DAY 2 11:00 – 13:00**  
**(estimated time: 2 hours)**

**MODULE 3 SESSION 2**  
**Post-moderation**  
**14:00 MIN (Video time)**

<p>The post-assessment moderation checklist  Composite pre- and post-moderation reports  Departmental moderation</p>	<ul style="list-style-type: none"> <li>• Actively watch and listen to the presentation.</li> <li>• Take notes of key points.</li> <li>• Discuss questions.</li> <li>• <b>Summative assignment 3</b>: The moderation process (100 min).</li> <li>• Jot down issues and questions to be clarified by the group and/or which could be passed on to the DHET Subject Specialist.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Play video 0:00 - 14:00 MIN</b></li> <li>• <b>Watch entire video before introducing Summative assessment 3: The moderation process</b></li> <li>• Introduce <b>Summative assignment 3</b>: The moderation process (100 min).</li> <li>• Collect assignments and submit to your College LSS Coordinator</li> </ul> <p><i>End Video “Module 3 Session 2”</i> <b>14:00 MIN</b></p>
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**Lunch: 13:00 – 13:45 (45 minutes)**  
**BE BACK ON TIME!**

**DAY 1 14:00 – 15:30**  
**(estimated time: 1 hours 30 min)**

**MODULE 4**  
**THE VERIFICATION OF MARKS**  
**20:42 (Video time) 10 MIN (Discussion time)**  
**Total Time for Module 4 = 30 MIN**  
**Completion of tasks 30 Min**

**SESSION 1**  
**Introduction and evidence to keep**  
**11:27 MIN (Video time)**

**SESSION 1: Module 4**  
 Introduction and evidence to keep  
**Total video time - 11:27 minutes**

- Actively watch and listen to the presentation.
- Take notes of key points.
- Discuss questions.
- Jot down issues and questions to be clarified by the group and/or which could be passed on to the DHET Subject Specialist.

- Introduce last module: Verification of marks
- **Play video 0:00 - 11:27 MIN**
- Have a short discussion about the keeping of evidence. (5 minutes)
  - Page 37 in Participant hand-out
  - Discussion points: the importance of keeping evidence, (refer to your programme – NC(V) or Report 191
- Participants can discuss questions raised in their groups

- **Be encouraging and positive.**



**End Video “Module 4 Introduction & Session 1”**  
**11:27 MIN**

**SESSION 2**

Verification and conclusion  
**09:15 MIN (Video time)**

The verification of marks  
 The role of campus management in the verification process  
 Conclusion

- Actively watch and listen to the presentation.
- Take notes of key points.
- Discuss questions.

- Introduce Session 2
- **Play video 0:00 - 09:15 MIN**
- Show video: Verification of marks
- Have a short discussion about the verification of marks. (5 minutes)

	<ul style="list-style-type: none"> <li>• Jot down issues and questions to be clarified by the group and/or which could be passed on to the DHET Subject Specialist.</li> <li>• Complete all outstanding assessments (30 Min)</li> </ul>	<ul style="list-style-type: none"> <li>○ Discussion points: The meaning of verification, the steps taken in the verification process</li> <li>• Answer questions they may have</li> <li>• Conclusion: Video on importance of the correct recording and verification of marks.</li> </ul> <p><b><i>End Video "Module 4 Session 2"</i></b> <b><i>09:15 MIN</i></b></p>
<p><b>Wrapping up and closure</b></p> <p><b>±25 minutes</b></p>	<ul style="list-style-type: none"> <li>• Complete and submit summative assignments</li> <li>• Complete and submit Evaluation Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• Final wrapping up and closure</li> <li>• Remind lecturers about assessment that needs to be handed in.</li> <li>• Taking in of assessments.</li> <li>• Collect assignments and submit to your College LSS Coordinator</li> <li>• Attendance list to be finalised and signatures of lecturers when assessments are handed in.</li> </ul>

## **ANNEXURE 1: WHAT IS AN LSS FACILITATOR?**

### **The LSS Facilitator is the person who makes learning happen!**

The LSS Facilitator is a guide who leads a group in the process they need to follow to achieve the aims of a course, meeting or workshop. In our case, to achieve the aims of the specific LSS Support Package. The Facilitator knows that the most important aim is for the participants to actively engage in learning and skilling themselves. The LSS Facilitator's task is to get participants to take responsibility and take the lead in their own learning.

So, the LSS Facilitator will not be in the spotlight and not be a dominating leader. The personal opinions of the Facilitator are not important and are not shared with the group, as the Facilitator needs to be neutral, fair, objective and focussed on the aims of the course.

The LSS Facilitator creates a safe and respectful learning space where participants feel comfortable to ask questions, and share their knowledge, ideas and insights with each other.

The LSS Facilitator is also the person who introduces and guides the sessions, manages the time, keep participants focused on the programme, enables learning by following the programme, plays the videos, hands out worksheets, organises group work and plenary feedback sessions and activities and concludes the sessions.

As the LSS Facilitator, you should promote and model democracy and inclusivity. This means that you promote equality and respect. So, you need to make sure everyone gets the chance to speak and contribute. You also need to ensure that all participants feel that they have been listened to, and that their contribution is valued and respected. Therefore you will encourage the quieter participants and keep some control on the louder and more dominant participants in check. For example, you will ensure that everybody gets a fair chance to speak, and that the other participants are quiet when a specific participant is speaking.

The mandatory LSS Facilitator Programme, which you have completed ensures that you understand and are able to apply the core competencies as a LSS Facilitator. Please refresh your memory by reviewing the instructional videos of that programme.

### **The basics of facilitation**

The core roles and skills of the LSS Facilitator have been summarised in this section, which must only be seen as “refresher guide”.

#### Plan and plan again

Use the LSS Facilitator checklist as a guide to help you to plan the Programme that you will facilitate. The unprepared facilitator sets herself or himself up for failure. The prepared facilitator sets herself or himself up for success. It is as simple as that. If you have planned carefully and everything is in place, you can focus on facilitating the process of learning. Remember to go back and view the Facilitator Training Videos to refresh your memory.

#### Workshop day: before the participants arrive

- Make sure you are at the venue well before the training is due to start.
- Go over your checklist to make sure everything is in place.
- Ensure (as required) there are signs posted on the way /in the direction of to the venue and that the venue is clearly signposted, so it is easy to find.
- Inform the security at the gate as well as admin staff of the training, so they can help direct participants to the venue.

## Check the venue

- Ensure that there is adequate ventilation in the venue. Open the windows for fresh air. If there are no windows and if there is an air conditioner, set it at a comfortable 21-22 degrees. If it is very hot outside, it does not mean that the venue should be like a freezer; similarly, if it is very cold outside, it does not mean that the venue should be an oven. Participants cannot focus if they are too hot or too cold, or if there is no fresh air or no adequate ventilation.
- Place copies of the programme and any other resources such as pens and paper, name tags and so on, on the table or desk at each seat.
- Set up the venue in a horse-shoe or U-shape so that participants can see each other, can see the screen in front and easily break up into groups. Adults usually require more space so do not squeeze the chairs too closely together. Keep reminding yourself that you are not running a session with students but with colleagues.
- Check the audio-visual equipment again.
- If practical, have tea and coffee ready for the participants who arrive early or have travelled far.

## **Getting started**

Start at the time as indicated on the programme. However, if there are many participants still arriving, you may need to wait until you play the first video. However, start with the introductions and perhaps an ice-breaker if you have at least ½ of the participants in attendance.

If participants arrive very late, organise that they view the first videos over lunch. Allow them to eat in venue while they watch the videos that they had missed.

## **Using ice-breakers**

An ice-breaker is a short activity that helps participants to feel at ease and encourages them to participate and enjoy their learning experience. An ice-breaker is usually given at the start of a session. They could be utilised anywhere in the programme, when the Facilitator believes the mood/atmosphere for learning is tensed for some reason

There are many examples of good icebreakers on the internet. Just google for ice-breakers. It is always good to have many icebreakers ready and available. They should, however be short and to the point. If not managed properly, icebreakers will distort your timetable.

Here are some examples of introductory ice-breakers, which might be adapted for use in other circumstances as well.

- Ask participants to stand up, find a partner they do not know well. They take turns to write their name in the air using their head and arms. The partner must guess their name. This could be adapted to use the same methodology to describe a specific object.
- Ask participants to imagine that they are all hosts and hostesses at a party. They must go around the room and introduce as many people as possible to each other, in 2 minutes. This could be adapted to say that they must within 2 minutes convince as many as possible persons to eat a specific exotic starter.
- Ask participants to introduce themselves via an item of clothing or a colour they are wearing.
- When introducing themselves in turn to the group, participants must demonstrate their mobile phone ring tones, and (here is the important bit) they must explain the reason for their choice of ring tone (or lack of interest in a 'personal' ring tone), and offer some comment as to what this might suggest about their personality and style.
- Obituaries: Let the participants introduce themselves by answering one of two questions:
  - "Imagine you are dead - you've lived a long and happy life - what would your obituary say?"
  - "How will you want people - your family and other good folk particularly - to remember you when you've gone?"

The idea is to encourage deep evaluation of personal goals, values, purpose and meaning.



- Three Questions Game: Everyone in the group writes down three thought provoking questions they would like to ask others in the group. Not the normal “what’s your name” type questions but something like, "Where is the most interesting place you have ever travelled" or "Name a topic you feel absolutely passionate about". •Give them time to mingle, and to ask three different people in the group one of their three questions. Get back together, and have each person stand and give their name. As they say their name, ask the group to tell what they know about this person.
- Creative Name Tags: Give everyone 5 minutes to make their own nametag they can list hobbies, draw a picture, give a self-profile, etc.
- Story Time Game: The facilitator starts a story by saying a sentence. It then goes in a circle, each person adding a sentence onto the story-after repeating each sentence that is already been added.
- Lucky Coin Game: Each person takes a coin out of their pocket and looks at the date. When it is their turn, they tell the year that is on their coin and recall something spectacular that happened that year.
- Sunshine Cards Game: Everyone writes their name in the centre of a piece of paper and draws a sun around their name. Pass your paper around to the person on your right. That person will write something positive about you and they do not have to sign their name. Continue to pass your name around until everyone has written something on all the papers.

## Using energisers

Energisers must be short and easy to do. Never let an energiser go on for more than 1-3 minutes. It should be used as needed after lunch, or when you sense the participants are not paying attention or falling asleep, or appear to be tired.

### Examples of energisers

- Ask participants to stand up and stretch their arms upwards as high as they can, then stretch to the left, then to the right.
- Ask participants to get up and walk briskly around the room.
- Let the participants step outside and do a deep breathing exercise with them. Ask them to breathe in very deeply, hold the breath for 1 -15 seconds and slowly exhale. Repeat.
- Ask a volunteer participant to lead the group in a short song and dance. Many participants know local songs and dances. Some include clapping and foot stomping, this is a wonderful way to re-energise a group and at the same time build a good group spirit.
- If there are trees in the area close by, ask participants to go out and quietly hug a tree or look up at a tree for a few moments.
- **Antennae Adjuster:** Stand up straight. Hold the top of your ear between your thumb and forefinger. Gently massage from the top to the bottom of the ear lobe. Do this at least three times.
- **Visual Workout:** Stand up straight. Put your one hand on your navel and the other hand (fingertips) on your chin. Look down and look from left to right three times. While you are doing this; breathe in and out slowly and deeply.
- **Visual Workout:** Place one hand on the lowest part of your spine. Gently massage the area. Place two fingers of your other hand on the area above your upper lip. Look up and look from left to right three times.
- **Mouse Pad:** Stand up straight. Hold your thumb at eye level in front of you. Keeping eye contact with the tip of your thumb draw an infinity sign  $\infty$  or a sideways 8. Do this with both sides and then do them together. Complete it at least 3 times. (M & R, 2014)
- **Sports Challenge:** Ask the class to give you three sports where the winner has to go backwards to win.
- **45 Second Countdown:** Two teams/two flipcharts, one participant from each team goes to one flip chart. The teams compete by remembering words/key concepts that were discussed in class today. The team that comes up with the longer list in 45 seconds wins.

- **Impossible connections:** Have the group begin wondering around the room. The leader calls out a command like – three left elbows. The group needs to gather in groups with three left elbows touching. Follow with any combination like two right hips, two right feet, six knees etc.
- **Simon Says:** The facilitator tell the group that they should follow instructions when the facilitator starts an instruction with “Simon says...” If the facilitator does not begin the instructions with the words, “Simon says...” then they should not follow the instructions. Start by saying something like “Simon says clap your hands” while clapping your hands. The participants should follow the facilitator. Speed up the actions, always saying, “Simon says...” After a while leave out the “Simon says...” Those participants who follow the instructions are “out” Continue until the last participant is standing.
- **Birthday Graph:** Get the participants to line up according to their month of birth. Discuss which month has the most births and discuss what the reasons might be for this.
- **Bring me:** Participants are divided into small groups, get the teams to stand as far away from the facilitator as possible. The facilitator then calls out “Bring me...” and names an object close by. For example: man/woman’s shoe, pens, bags, etc. The teams must race to be the first to bring the item to you.
- **Here are a few Brain teasers:**
  - The Blind Beggar: **A blind beggar had a brother who died. What relation was the blind beggar to the brother who died? “Brother” is not the answer.**

**Answer:** The blind beggar was the *sister* of her brother, who died.
  - Say the days of the week backwards and in alphabetical order.
  - Find the sum of your birth date. MM/DD/YYYY
  - Name two objects for every letter in your name.

## Ground rules/housekeeping

Some LSS Packages may include an introduction to the ground/house in the Introductory Module, but if you have scheduled the LSS Package to be implemented over several days, then you need to repeat the rules for each of your sessions.

It is important to set a few ground rules, with the help of participants. Mention one or two and ask the participants to add any other basic rules. Do not have too many rules, as these are then difficult to follow. If needed, you can write the ground-rules on a flipchart and keep in the venue as a reminder. Examples of core ground rules are:

- Keep cell phone on silent and put away. Use only during breaks. Do not answer SMS or chats.
- Allow participants to speak without interruption.
- Be on time after breaks and lunches.
- Be on time at the start and do not leave before the end.
- Do not use the Wi-Fi, where available, to download movies and music, and for other private matters.

## Expectations

The expression of expectations for the Invigilator Training Package is dealt with as part of the Introductory Module.

Once again, if you have many sessions scheduled, you have a choice whether to do a round of expectations or not. This will depend on the time available. If you do decide to do expectations, it should be a short round of not more than 5-7 minutes where people either each give one expectation, or call out expectations in the plenary, and you write these down on a flipchart.

The expectations will give you an idea of participants' understanding of why they are at the workshop.

- Sometimes participants have expectations that cannot be realised. It is not your role to ensure all expectations are realised; your role is to facilitate the programme and ensure the aims of the programme are achieved. It is useful to go over the aims of the programme again, as a conclusion to the expectations exercise.
- It is best not to encourage long conversations on expectations as these may detract from the focus of the programme.
- If you notice that participants have very unrealistic expectations or expect certain things, these may be an expression of needs. You could make a summary of these and supply it to the LSS Coordination Office for consideration for future training.

## Group work

### Pair work vs group work

- **Pair work**

At times, the participants must share ideas and discuss briefly in pairs. To save time ask participants to share with the person sitting next to them. You may not always have an equal number of participants. Do not worry about that; they can also share in threes. For example, you can give this instruction: You need to discuss your answers to Activity 1 in Pairs. Turn to the person on your left and form pairs. The participants on the far-left side, please form a group of three.

- **Group work**

It is best to limit the number of participants to a maximum of five for group work. If the group is larger, some participants may not engage. You will usually not have more than 20 participants in a workshop. This means you can have groups of 5, groups of 4, and if there is a specific debate or issue you can even if the group it two groups of ten. However, it is not recommended that you split the group into more than 5 participants for activities and discussions.

### Organise participants into groups

- **Counting**

Ask participants to count from one to four. All the fours get into a group, all the threes and so on. Hint: make sure you say: all the fours put your hands up so you can see who you are. This prevents participants running around looking for their groups. Clearly plan where each group will sit. For example, say: Group 1 go into the right-hand corner. Group 2 sit at the back. You may also place A4 papers with large numbers for Group 1, Group 2 etc. and place these in the areas where you want the groups to work.

- **Sweeties**

Get a bag of mixed fruit sweets or similar. Sort the sweet so that you have four of each kind. Mix the sweets up in a bag and pass the bag around. Participants help themselves to sweets. They are then in the same groups as the sweet they selected. Allow the participants to eat the sweets.

- **Fruit salad**

Get fruit that is in season in the area. Get four different kinds of fruit e.g. apples, bananas, oranges and mangoes. Mix and ask participants to take a fruit. The same fruits are in the same group. Alternatively say you want a fruit salad, so each group must have one of each kind of fruit. Allow the participants to eat the fruit.

- **Hand out coloured papers**

Cut small squares of different coloured papers. Have five different colours and then cut four blue, four yellow, four green, four red and four purple squares. Mix these up and hand out randomly. Then group the participants in colours e.g. all the yellows in a group.

- **Birthdays months**

Ask participants to stand in a long line with everybody who has a birthday in January at the start of the line, then birthdays in February and the end of the line will be birthdays in December. Then count e.g. the first five in the line are a group, next five are a group and so on.

- **Leaders and followers**

If you notice that some participants are not actively participating and leaving most of the interactions to others, use this method to re-group participants: - Get participants into groups of five. Ask each group to choose a leader. Once the groups have chosen leaders, ask the leaders to leave the groups and form their own group. This means you will have groups of four and one strong group of five. Participants in the other groups will then have to take responsibility and participate.

#### Roles within groups

Participants should be given these roles when they do group work:

- Time-keeper
- Scribe
- Rapporteurs/presenters

Ensure there is a gender balance for rapporteurs or presenters and that a range of participants get the opportunity to present group feedback. Often men present while women write/serve as scribes; ensure there is a fair spread of roles. If the same participant is always the presenter, politely thank the participant and ask her/him to give others a chance.

#### What do facilitators do while participants are busy in group discussions?

This is not a break time for the facilitator. You need to move around to check if the groups understand the activity, if they keep to the topic of the discussion and if they are following the activity guidelines. You need to do this in an unobtrusive, gentle way. This means you will not interfere in round discussion or dominate the sessions, or stand over participants to reprimand them. Once again, you as LSS Facilitator is there to facilitate learning. Rather than interfering with the discussions, remind the participants of the task and topic and gently guide them back to the topic or task. Where they need task clarification, you will explain. Alert participants politely on timing e.g. you have ten min left, you have five minutes left.

Move around and be aware of how the participants are using their time. For example, if they are stuck on a question or talking off the topic, say: "By now you should be on question six or by now you should be wrapping up".

If you sense that participants need more time, ask: do you need more time? How much time do you need? If you observe that most participants finished well before the time, then shorten the time and start the feedback session.

### **How to run the feedback session after an activity.**

It is vital that you facilitate the feedback session with great care and focus. The package that you facilitate will inform you whether to just ask for general comments, or feedback from each group, or comments from each participant.

### **Worksheets, Handouts and information booklets**

The Facilitation Guide for the Invigilator Training Package will clearly indicate when and how to hand out the various components of the package.

### **Activities**

Ensure that participants understand what they are supposed to do, quickly get into groups and complete in the time allocated.

## **Pause the Videos**

For activities, you will be given a reminder: Pause the video now. It gives you enough time to move from where you are so you can pause. This will enable participants to do the activity.

## **Concluding at the end of each day or session**

Always end by thanking the participants and acknowledge their efforts. Sum up the core parts of the day's learning and collect Frequently Asked Questions (FAQ).

## **Package Evaluation and Reflection**

Ensure that ALL participants complete evaluation forms.

## **Challenges that you may experience.**

### Not a subject matter expert

Some participants may challenge you as a facilitator because you are not a subject expert in the programme you are facilitating. Explain in a calm and polite way that you are a trained LSS Facilitator and as such can facilitate any programme. Point out that packages are provided and that the expertise and experience of the participants will inform the process, as participants will learn from each other as well. The subject content will be elaborated on in the videos.

### Electricity/power failure

If there is a power failure, complete the Activities and study the various worksheets so as not to waste time. Have group discussions and continue with any parts of the Programme that do not require videos.

### Asking questions but not waiting for answers

Some facilitators find it difficult to get out of the lecturer role. When they ask questions, they are keen to also give the answers before participants even have had enough time to think of the answers. Remember to give participants time to THINK. It is fine if there is silence in the room; you don't have to fill it with your own voice.

### Forgoing activities

Some facilitators think that to save time they will merely let the participants watch the videos, without doing the activities and without participating in discussions and tasks. This is not useful as then participants become passive observers rather than active learners.