Welcome to the Supportive Supervision Skills Development Programme

The purpose of this short learning programme is to enhance the effectiveness and sustainability of the work done by community caregivers (CCGs) through empowering supervisors to create caring environments in their organisations which prioritise the psychosocial wellbeing of CCGs. The programme will assist accredited learners on NQF Levels 3 and 4 (supervisors).

The programme mainly aims to:

• Strengthen supervisors’ own psychosocial wellbeing.
• Understand the psychosocial stressors of the CCGs that they supervise.
• Understand their role in maintaining and enhancing the psychosocial wellbeing of CCGs.
• Build, manage, and sustain practical psychosocial support systems, practices and programmes in organisations.

This will be done through developing a supportive work environment in their organisations. Since this is an accredited training programme, we are hoping that the programme will assist you to strengthen your skills in supervision, introduce psychosocial support and care into supervision, and strengthen your psychosocial wellbeing through developing a supportive network in your community.

It is important that your organisation becomes a part of this process so that they are aware of the issues we will be dealing with during this programme. We also hope that this will improve the quality of your services to beneficiaries (in particular vulnerable children and CCGs that you supervise). The Skills Development Programme will be implemented by accredited Training Service Providers (TSPs) in each province with a background in psychosocial support.

From the Thogomelo team, GOOD LUCK and have FUN!
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List of acronyms

AIDS   Acquired Immune Deficiency Syndrome  
CCG    Community Caregiver  
CBO    Community-Based Organisation  
CP     Child Protection  
DSD    Department of Social Development  
FBO    Faith-Based Organisation  
HDA    Health and Development Africa  
HIV    Human Immunodeficiency Virus  
HWSETA Health and Welfare Sector Education and Training Authority  
IHAA   International HIV/AIDS Alliance  
NDSD   National Department of Social Development  
NGO    Non-Governmental Organisation  
NQF    National Qualifications Framework  
PATH   Program for Appropriate Technology in Health  
PSS    Psychosocial Support  
QMS    Quality Management System  
SAG    South African Government  
SDP    Skills Development Programme  
SS     Supportive Supervision  
SAQA   South African Qualifications Authority  
TSP    Training Service Provider  
USAID  United States Agency for International Development
Introduction and background

The need for “care for the carer” training underlies the Thogomelo Project. Long-term sustainability of this project, as well as enduring psychosocial support (PSS) for community caregivers (CCGs), is reliant on a workplace environment that is supportive of psychosocial needs at all levels.

The value of training CCGs to be aware of their psychosocial wellbeing will go to waste if the awareness and training is not embraced by the organisation. It is imperative that management (especially supervisors) of caregiver organisations assist CCGs in maintaining their psychosocial wellbeing through the mainstreaming of psychosocial support.

The Supportive Supervision Skills Development Programme is aimed at addressing the gap in psychosocial support for caregivers mainly focusing on strengthening the supervisors’ own psychosocial wellbeing, managing CCGs and developing a supportive work environment in community-based organisations. It will thereby strengthen the quality of their services to their beneficiaries (including primary CCGs and ultimately vulnerable children).

Who are the partners in this project?

The Thogomelo Project was initiated by South Africa’s Department of Social Development (DSD) with the support of the United States Agency for International Development (USAID) in 2008. The project is managed by a consortium comprised of the Program for Appropriate Technology in Health (PATH), Health and Development Africa (HDA) and the International HIV/AIDS Alliance (IHAA).

The immediate goal of the project is to strengthen the capacity of CCGs through the provision of accredited Skills Development Programmes. This will in turn improve the care, support and protection of vulnerable children in their care.

The pilot phase of the project ran from October 2008 to September 2013. After this an extension was granted for a further 3 years, until end April 2016.
What does accredited training mean?

Accredited training means the following:

• You will be registered as a learner with the Health and Welfare Sector Education and Training Authority (HWSETA).

• You will be expected to submit a Portfolio of Evidence (PoE) with the four workbooks and two summative assessments. The portfolio will be assessed against Unit Standards with certain assessment criteria.

• The project uses an integrated method of assessment where learners are assessed during the training (formative assessment) and after the training (summative assessment). If you are found competent, you will be awarded credits according to the Unit Standards that you have been assessed against.

• At the end you will receive a certificate of competence for the Skills Development Programme.

What Unit Standards make up the Skills Development Programme?

The Skills Development Programme is aligned to the National Certificate: Community Health Work ID: 64749 Level 2.

The table opposite shows the list of Unit Standards that make up the Skills Development Programme. The number of credits indicates the number of credits these Unit Standards contribute to the qualification, and not the number of credits required for the qualification.
What does accredited training mean?

<table>
<thead>
<tr>
<th>Unit Standard</th>
<th>Unit Standard Title</th>
<th>NQF level</th>
<th>Credits</th>
<th>Registration End Date</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>254183</td>
<td>Apply personal development strategies and skills to enhance effective service delivery in child and youth care work</td>
<td>4</td>
<td>7</td>
<td>2015/06/30</td>
<td>2019/06/30</td>
</tr>
<tr>
<td>264260</td>
<td>Facilitate a peer education intervention</td>
<td>4</td>
<td>10</td>
<td>2015/06/30</td>
<td>2019/06/30</td>
</tr>
<tr>
<td>120308</td>
<td>Apply knowledge of self in order to make a personal decision</td>
<td>2</td>
<td>3</td>
<td>2015/06/30</td>
<td>2019/06/30</td>
</tr>
<tr>
<td>244584</td>
<td>Investigate ways of contributing towards community development</td>
<td>3</td>
<td>5</td>
<td>2015/06/30</td>
<td>2019/06/30</td>
</tr>
</tbody>
</table>

TOTAL NUMBER OF CREDITS: 25

Who should participate in this Skills Development Programme?

The programme is aimed at the National Qualifications Framework (NQF) Levels 3 and 4 learners. Therefore individuals wishing to participate in this programme must be able to read and write in English with an education level that is Grade 11 (Standard 9) and above. The motivation for this level of training is that learners need to be able to engage at a knowledge and skill level with the learning material. This is at a moderately complex level as they are required to:

- be able to work independently in applying what they have learnt in their organisations;
- be able to supervise and mentor CCGs; and
- be able to work inter-sectorally with other role players in their communities.

The Supportive Supervision Skills Development Programme is aimed at the following individuals:

- Those who have supervisory responsibilities within an NGO, CBO, FBO, government department or private company
- Supervisors who are responding to children within an NGO, CBO or FBO
- Persons 18 years and older
- Those who have a valid passport or South African Identity Document so as to be able to receive credits for the Skills Development Programme
- Those who have the written support or mandate of their manager to participate in the training and have been given time to complete the activities and assessment process (NB brief the managers first!)
What do we hope to achieve through this Skills Development Programme?

At the end of this programme, you are expected to meet the following exit-level outcomes:

- Understand the concept and practical application of psychosocial support in your personal, social, cultural and organisational context.
- Describe and understand the role that you play as supervisors in promoting psychosocial support and care in your specific context.
- Develop simple practical solutions to maintain and sustain psychosocial support, care and wellbeing in your organisations.
- Promote and encourage a positive participatory learning environment in your organisations using a variety of facilitation styles and approaches.
- Monitor and evaluate organisational PSS practices, strategies and performance against team objectives.
- Be able to evaluate group learning processes within the team so as to obtain commitment to achieve organisational standards with regard to psychosocial support and care.
How will the training be conducted?

Learning is most effective when learners are actively involved in the learning process. Therefore the Thogomelo Supportive Supervision Skills Development Programme adopted a participatory learning method specifically aimed at adult learning.

- This training strategy emphasises the importance of a respectful collaborative relationship, with all participants (facilitators and learners) cooperatively exploring the learning content.
- A variety of “hands-on” practical learning tasks or activities have been specifically designed to encourage greater learner involvement and participation through free and open dialogue.
- Throughout the Skills Development Programme, we will use small group discussions, role plays, case studies and presentations. You will be encouraged to engage in lively debates, to appreciate another person’s point of view, and have the opportunity to re-evaluate your existing knowledge, values, beliefs and assumptions.
- In this way, participatory learning promotes independent thinking and helps to develop important intellectual and social skills.
- The facilitators will also create opportunities for you to question “the way things are” in order to become more conscious of the needs of others as part of the participatory learning process.

Key principles for this methodology include:

- Recognising supervisors, coordinators and managers of community caregiving organisations’ existing knowledge and skills as a basis for learning and sharing;
- Modelling a strength-based approach;
- Delivering content knowledge accurately and appropriately;
- Sharing specialist skills and practice through the activities;
- Providing experiential learning through activities such as role play, case studies, action and reflection-orientated activities;
- Being able to respond to the diverse demands of community caregiving of children as adult learners in this field; and
- Ensuring sustainability of the training from onset.
How will the training be conducted?

It is hoped that this methodology will create a positive, challenging and “safe” learning environment for all learners.

When we talk about a supportive learning environment, we would like you to express yourselves freely, ask questions and give opinions without feeling threatened or intimidated. We believe that we can take full advantage of the training only when you feel emotionally safe.

It is critical for the success of the learning process that:

• there is a group experience in which the learner experiences trust, acceptance and mutual respect;
• confidentiality is upheld;
• friendships are created; and
• solidarity among fellow learners is developed.

We hope that such an environment will increase your self-confidence and creativity.

We are aware of differences in communication styles, religious views, assumptions regarding age, gender or sexual orientation, and certain behaviours or words that may be misinterpreted and given meanings that are very different from those intended. We have prepared facilitators to be mindful of the diverse cultural backgrounds of learners and to adopt the habit of critical reflection on everyone’s practice by using cultural differences and diversity as an important teaching strategy.

Length of the training

We expect you to attend the orientation day so that you understand this Skills Development Programme better. You should be able to get a sense of whether you would like to continue with the training or not. It is also during this time that the facilitators will share with you what is expected of you as a learner.

The training is split into classroom training which will account for 30% of your time and practical work which accounts for 70% of your time.

The classroom training is compulsory. This is the time that you will be expected to do your formative assessments (Filling in your Learner Workbooks and answering all the questions in your Learner Manuals). You will be expected to complete a summative assessment on Day 6 of the classroom training. Therefore, it is important that you attend all days of the classroom training. See flowchart opposite.
How will the training be conducted?

FIRST BLOCK: Five-day training (Modules 1 to 3). On Day 5, hand in your Learner Workbook and receive self-study learner workbook and Practical Workbook 1.

FIRST PRACTICAL: Six weeks practical fieldwork. Complete your field-related activities. Learner support is offered. Fill in workplace log book and reflect on work done. Complete Learner Workbook 2.


SECOND PRACTICAL: Six weeks practical fieldwork. Learner support is offered. Hand in your Practical Workbook 2 at the end of the six weeks. Fill in workplace log book and reflect on work done.

THIRD BLOCK: Two-days assessment feedback and patching up on workbooks and summative assessment.

Attend a 1-day orientation and register as a learner for the Thogomelo Supportive Supervision Skills Development Programme.
What resources will I receive to help me with this programme?

You will receive the following resources:
• 2 Learner Manuals (the Supportive Supervision Learner Manual and the Psychosocial Support Learner Manual)
• 2 Learner Workbooks
• 2 Practical Workbooks with log books
• Introductory letters
• A workplace guide for you and your organisation

The Learner Manuals
We will provide you with 2 Learner Manuals during the period of the 5-day classroom training, i.e. the Supportive Supervision SDP manual (3 modules) and the Psychosocial Support SDP manual (4 modules). Please make full use of all the learning material as this will continually help you as you refer back to it. The Learner Manuals will provide the information and directions you need for completion of your Learner Workbooks.

Module summary – Supportive Supervision Manual

Module 1: Psychosocial wellbeing and self-care

Module description
Before supervisors can support CCGs effectively, it is important that they address their own psychosocial wellbeing.

The module explores:
• What psychosocial wellbeing and psychosocial support mean.
• What causes stress and how it impacts on our personal and work life.
• Strategies for self-care to reduce the impact of stress.
**Module 2: Supportive Supervision**

Module description

This module examines how supervisors can be supportive of those they supervise. If supervisors develop an awareness of their own psychosocial wellbeing, it will help them to understand the stress that caregivers under their supervision may feel as a result of their work. Many caregivers have said that talking about their work helps them to process their experiences and release stress.

The module explores:

- How supervision can become a supportive practice that encourages psychosocial wellbeing and self-care among caregivers.

**Module 3: Creating a caring organisation**

Module description

A supervisor is not only responsible for the individual wellbeing of caregivers, but must be able to apply the principles of psychosocial wellbeing to the organisational environment in which they work.

The module explores:

- How to create a culture of care in an organisation where everyone is supported to do their work and develop to their full potential.

**Module summary – Psychosocial Support Manual**

**Module 1: My psychosocial wellbeing (as per Module 2 in the PSS Manual)**

Module description

The basis of this module is for the CCG to understand him- or herself and his or her psychosocial wellbeing. The module also sets the scene for the rest of training framed within psychosocial support. It attempts to give attention to the notions of the interdependent self and notions of wellbeing that make local and cultural sense.

The module explores:

- The definition and conceptual understanding (building blocks) of psychosocial wellbeing. Focus will also be on investigating “who am I” and understanding how a sense of psychosocial wellbeing contributes towards the care of self and others.
- The practice of psychosocial support and how it promotes or hinders caregiving in communities.
- Investigating the provision of psychosocial support to others versus self in a social and cultural context.
- The provision of psychosocial support within one’s life, the organisation or workplace and in the vulnerable child’s context.
What resources will I receive to help me with this programme?

Module 2: Dealing with stress (as per Module 3 in the PSS Manual)

Module description
The focus of this module is on self and factors that affect your wellbeing (typically the “stressors” in your life) in a cultural context. It will also explore the responsibility of care on CCGs and vulnerable children from an individual perspective moving on to community and then into their own organisations (range of factors such as grief, trauma, loss and bereavement are considered).

The module explores:

• The impact and burden of caregiving on CCGs including their families and communities.
• How personal contexts impact on CCGs’ experiences and their stress levels.
• The local expressions of psychological stress and distress.
• The cultural concept of stress, the positive and negative effects and the possible physiological, emotional and behavioural responses.
• The signs and symptoms of different types of stress and burnout.
• How individuals deal with stress, including the possible consequences if CCGs do not take care of themselves.
• Techniques and strategies for CCGs to cope and manage their own stress, anxiety and depression in their local contexts.

Module 3: Dealing with loss, death, bereavement and grief (as per Module 4 in the PSS Manual)

Module description
This module builds on the understanding gained from the previous modules. The focus shifts to the skills that the caregiver needs to be able to build improved psychosocial wellbeing in their daily lives (range: strategies, approaches, practical skills that CCGs can use in their daily lives, who to go to for help and when to go, etc.). The module attempts to assist CCGs to know what to do, what not to do and when to refer in the psychosocial realm.

The module explores:

• What is death?
• Cultural and religious beliefs associated with death
• Emotional reactions to death
• Coping with death and grief
• How to support someone who is grieving
• How to help children deal with death and loss
• Dealing with frightening experiences
Module 4: Creating a caring community for community caregivers and their clients (as per Module 5 in the PSS Manual)

Module description
The learner (CCG) now shifts from exploring the self as an individual within the caregiving context into caregiving within an organisation in a community. The focus is on mapping what is in your reach in the organisation and community that can assist in supporting your psychosocial wellbeing. It also explores the extent to which support exists in your community.

The module explores:
- A physical mapping of the psychosocial support infrastructure in the CCG’s organisation and community.
- The range of individuals who can offer psychosocial support (who at the clinic can assist, who at the police can or should be contacted, who at ChildLine can assist at this time).
- How the CCG can build and develop his or her own network and referral system. This will be developed at two levels:
  - Development of a self-care plan that CCGs can put in place (e.g. keeping a diary that focuses on psychosocial wellbeing and self-care, journaling, knowing when to stop and ask for help when stressed)
  - Mapping his or her networks and resources in relation to psychosocial support

The Learner Workbooks
You will receive 2 Learner Workbooks. These will be part of your Portfolio of Evidence (PoE).

- **Learner Workbook 1** will be handed to you on the first day of training and it is expected that you will complete it during the training and submit to the facilitators on the last day of training.
- **Learner Workbook 2** will be handed to you on Day 6 (Day 1 of Block 2). Similarly with **Learner Workbook 1**, you will complete it during the training and hand it on last day of training (Day 3 of Block 2).
- The PoE (with your workbooks) will be assessed to determine your competency against the criteria of the various Unit Standards. It will be checked by a moderator and verified by the HWSETA.
- If you are found competent, the HWSETA will register you and then you will receive your certificate for successfully completing the Unit Standards covered in the Skills Development Programme.
The Practical Workbooks

You will receive two Practical Workbooks (*Practical Workbook 1* and *Practical Workbook 2*). They have instructions for all of the activities that you will need to do when you are in the field.

- **Practical Workbook 1** will be handed to you on Day 5 of the first block of training. The facilitator will explain the field activities that you should conduct during the 3-week practical break between Blocks 1 and 2.
- Learner support will be provided during this time and you can contact your facilitator if you need any further clarification on the work covered during the classroom time.
- We expect you to submit **Practical Workbook 1** on Day 6 of the second half of the training.
- You will then receive **Practical Workbook 2** on Day 9 (last day of training). The facilitator will explain the field activities that you should conduct during the 6-week practical break.
- Learner support will be provided once more and you can contact your facilitator if you need any clarification.
- We expect you to submit your **Practical Workbook 2** at the end of the 6-week practical break after the fieldwork has been completed.
- The assessor will assess your workbooks and this will also form part of your PoE. Your workbooks will be handed over to a moderator to be checked.
- They will then be handed over to HWSETA for verification.
The Thogomelo Psychosocial Support for Supervisors Resources

You will receive the Supportive Supervision for Supervisors of Community Caregivers manual, workbooks, child protection and psychosocial guide booklets.

- These resources offer practical ways of dealing with issues around the Children's Act, dealing with abused and neglected children and how to maintain psychosocial wellbeing in one’s life.
- The resources will be used as supplementary materials.
- You can even share these with others in your organisation.

Flow of materials

<table>
<thead>
<tr>
<th>Materials</th>
<th>Activity</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner information forms and registration</td>
<td>You are expected to complete all the necessary information forms during the orientation day to register.</td>
<td>The learner</td>
</tr>
<tr>
<td>Daily attendance register</td>
<td>You are expected to sign in every day that you attend the training.</td>
<td>The learner</td>
</tr>
<tr>
<td>2 Learner Manuals (PSS and SS)</td>
<td>Handed to you at the beginning of the training.</td>
<td>Facilitator</td>
</tr>
<tr>
<td>Learner Workbooks 1 and 2</td>
<td>Handed to you on Day 1 and Day 6 of the training. Fill it in every day.</td>
<td>The facilitator will collect the workbooks. They will be assessed by an accredited assessor and checked by a moderator.</td>
</tr>
<tr>
<td>Practical Workbook 1</td>
<td>Handed to you on Day 5 of the training. You are expected to hand it in on Day 6 of the training after the six-week break of practical work.</td>
<td></td>
</tr>
<tr>
<td>Practical Workbook 2</td>
<td>Handed to you on Day 9 of the training. You are expected to hand it in after the six-week break of practical work.</td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td>Activity</td>
<td>Responsibility</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Summative assessments 1 and 2</td>
<td>You are expected to write an assessment on Days 5 and 9 of the training. The assessments will be 1½ hours long.</td>
<td>An accredited assessor will administer the assessment.</td>
</tr>
<tr>
<td>Workplace log book</td>
<td>You will log (track) your daily work that relates to the Unit Standard, and to reflect (think back on) how the Skills Development Programme is strengthening your work.</td>
<td>The log book is at the end of your Practical Workbooks. It will be assessed by an accredited assessor and checked by a moderator.</td>
</tr>
<tr>
<td>Learner support</td>
<td>You will receive learner support while in the classroom and in the field.</td>
<td>Facilitator</td>
</tr>
<tr>
<td>Assessments and moderation</td>
<td>The assessor will assess all work and observe some of your practical work. Moderation will be conducted after assessment.</td>
<td>Accredited assessor and moderator</td>
</tr>
<tr>
<td>All PoE documents</td>
<td>Since assessments are confidential, your fully assessed PoE (including all the workbooks) will be kept in a safe place in training providers’ premises.</td>
<td>TSP</td>
</tr>
</tbody>
</table>
Roles within this training programme

The learner’s role

We expect the following from you:
• You must be an active CCG or supervisor working with CCGs.
• You must be affiliated to a CBO, NGO or FBO working in the field of vulnerable children either within a community support group, an HIV/AIDS home-based care, HIV prevention and community mobilisation work, community health work, victim empowerment, youth work or other community caregiving services including access to education.
• We hope that you will be able to communicate in basic English, though this is optional and not mandatory.
• You are expected to attend all 10 training days and complete the two Learner Workbooks.
• You will write two summative exams during classroom attendance. This will account for 30% of your time towards the Skills Development Programme.
• You will also be expected to do practical work in the field while you are doing your usual community work. This contributes 70% of your time towards the Skills Development Programme.

The facilitator’s role

The role of a facilitator in this programme is very different from the role of a “teacher” in a traditional education programme.
• The facilitator will use the experiences of learners as a platform and guide to the learning experience so there is joint creation of knowledge. There is no “expert” but rather a mutual respect for the knowledge and experience all learners bring to the process. We believe that everyone teaches and learns and that we are all partners in learning.
• You will ensure that the learning process (what happens and how it happens) encourages learning and participation. For most of you, this might be a new way of learning. We hope that you enjoy the experience of “experiential teaching” and “experiential learning”.


The assessor’s role

- The role of the assessor is to assess the work that you have done in your workbooks in a structured manner.
- The assessor must be registered against the Unit Standards for the Skills Development Programme.
- They will conduct the summative assessments (2 knowledge questionnaires which you need to answer within 2 hours without referring to your manual or notes).
- They will also assess (mark) your Learner and Practical Workbooks.
- They will be able to evaluate your performance so that credits and qualifications may be awarded.

The moderator’s role

After the assessor has assessed your workbooks, they will hand them over to the moderator.

- The purpose of moderating is to make sure that the assessor has done a fair job.
- He or she will moderate 50% of all the PoEs handed to them.
- After they have moderated, they will hand over to HWSETA who will then verify all the assessments and the PoEs.
- If you are found to be competent, HWSETA will verify (confirm) this and endorse (support) the results.
- The TSP will then issue you with a certificate of competence, which will indicate the number of credits that have been awarded to you.
- There is also an opportunity to appeal for reassessment if you are not completely happy with the outcome of the first assessment.

The Department of Social Development’s role

The Department of Social Development (DSD) has been a partner of the Thogomelo Project since the conceptualisation of the training programme. As indicated earlier, this training will be conducted nationally over the project’s life span (1 October 2008 – 30 April 2016). Thereafter, the skills programme will be handed over to the DSD for further implementation and scale up.

- The national office of the DSD provided invaluable technical support during the development of this skills programme and they continue to give input into the strategic direction of the project.
- They also act as a liaison between the Thogomelo Project and the provincial offices of the DSD.
- Provincial offices of the DSD give support to the TSP in the provinces in terms of implementation of the training.
Who do I contact if I need more support?

Learner support

Learner support refers to the assistance that you will receive for the duration of this training. This learner support will continue after the training and will be provided by the facilitator together with the supervisor at your place of work.

- The purpose of learner support visits are to address and assist you with learning needs identified in the classroom.
- The learner support visits will take place soon after completion of each block of training. Facilitators will conduct these learner support visits.
- It is the responsibility of the facilitator to communicate with you about this remedial process where the needs of each individual learner will be addressed and when these visits will take place.
- Both you and the facilitator need to agree on dates and the venue of the visits.
- Learner support visits can be undertaken in groups per organisation or they can be individual. It then becomes the responsibility of the facilitator and you to arrange and negotiate for time with your organisation for the facilitator to conduct the support visit.
- You are encouraged to attend these visits so that you can get assistance in completing your workbooks towards your PoEs and address any gaps or difficulties you might be experiencing.
- This support is not only limited to visits but can happen through emails and telephone contact as well.
What do I need to do to pass this Skills Development Programme?

We have no doubt that you are capable of completing this Skills Development Programme and that you will be found competent. You will receive adequate learner support from your facilitator. The assessors will also be able to assist you. However, you will need to comply with a number of certain deliverables for you to be able to receive your credits for this training.

You need to do the following:

• Register for the Skills Development Programme during the orientation day – this includes signing of documents for various purposes;
• Attend at least 8 out of the 9 days of classroom trainings;
• Fill in the 2 Learner Workbooks;
• Write the 2 summative assessments;
• Do the fieldwork and submit your 2 Practical Workbooks for assessment;
• Implement a psychosocial support activity in your organisation and prepare a presentation;
• Complete the workplace log book; and
• Be available for the learner support provided during the fieldwork.

You will need to meet all the assessment criteria for the Unit Standard to be competent. This means that all the questions need to be answered in all the workbooks and journals. At times the assessor may ask for more examples, explanations or other information to show them that you understand the question. This is all part of the learning experience.
Monitoring and evaluation

The Thogomelo Project has developed a Monitoring, Evaluation and Reporting plan to monitor progress made in achieving its objectives.

• This plan defines all of the indicators and data sources that are needed to track the progress of the Thogomelo Project.

• In addition to the Monitoring, Evaluation and Reporting plan, a set of guidelines and tools have been developed that support the project’s Monitoring and Reporting system.

• The facilitators will guide you through completing all the forms during this training.

• As part of evaluation and documenting the learning from your experience of the training and the Skills Development Programme as a whole, various evaluations will take place from time to time for the duration of the programme.

• During these times we would appreciate your full participation and cooperation, which will help us make adjustments and improvements where needed.

• The evaluations will be used by various stakeholders in the future to inform similar interventions.
What are my learning options or possible career path after the Thogomelo training?

The Thogomelo Supportive Supervision Skills Development Programme for Supervisors of Community Caregivers is accredited with the HWSETA.

This means the following:
- You will be assessed against Unit Standards and certain assessment criteria;
- If you are found competent, you will be awarded credits according to the unit Standards that you have been assessed against;
- You will be registered as a learner on the National Learner Record Database on successful completion of this skills programme; and
- At the end you will receive a certificate of competence.

The Thogomelo Skills Development Programmes allow you to move to qualifications in the health and social development sector. The credits you may achieve act as a stepping stone to the National Certificate: Community Health Work Level 2 (64749). Learners who complete this Skills Development Programme can also follow the following learning pathways:
- National Certificate: Community Health Work Level 3
- National Certificate: Auxiliary Nursing Level 3

What do I need to do to get registered for this Skills Development Programme?

Now that you have read and understood this document, there are a number of forms that we would like you to sign. The facilitator will take you through the process of registration.

- You need to complete all relevant registration documentation that you will receive from the facilitator.
- You need to get your organisation to sign a consent form that you will receive from the facilitator. The consent form asks that you be allowed to attend all classroom training and for time during the practical field break.
- You also need to sign a form indicating that the whole training process has been explained to you.

CONGRATULATIONS! You are now officially registered as a learner in the Supportive Supervision Skills Development Programme for Supervisors of Community Caregivers. We hope that you enjoyed this enlightening journey with us. If you have any queries, please contact the Department of Social Development or the TSP.