

Accreditation Pathways

The Association of Facilitators (AoF) offer four pathways to accreditation:

The pathway that you choose, and therefore the focus of the accreditation process, will depend on your training and experience.

Pathway	Consider this pathway if	Accreditation
1. AoF Training	<p>... you want to be trained in facilitation</p> <p>...at one of three levels</p>	<p>Self and Peer Assessment and Accreditation (SAPA)</p> <p>Accreditation against FACETS® is integrated into all AoF training programmes.</p> <p>Foundations</p> <p>Certification</p> <p>Diploma</p> <p>Short courses provide credit towards accreditation.</p>
2. Non AoF Training	<p>...you have undertaken facilitation training with another organization which we have already recognised as equivalent to ours in competencies, standards and outcomes.</p>	<p>Application Submission: Accreditation of Prior Learning (APL)</p> <p>Full credit, or part-credit, is awarded using the FACETS® framework</p>
3. Practitioner Accreditation	<p>... you require no formal training (or no more formal training)</p> <p>... you have experience as a facilitator and are able to provide evidence</p>	<p>Portfolio and Interview at Accreditation Day: Accreditation of Prior Experience and Learning (APeL)</p> <p>Preparation of portfolio.</p> <p>Accreditation of Prior Learning (APL) and Accreditation of Prior</p>

		<p>Experience and Learning (APeL) will be used to award full or part credit</p> <p>The focus will be on highlighting the basis of the applicant’s claim against AoFs FACETS and Generic Competence frameworks.</p>
4. Experienced Practitioner Accreditation	<p>... your approach and practice as a facilitator is well-established and evidenced e.g. publications, public recognition, contribution to the facilitation profession.</p>	<p>Interview: review of contribution and rationale for aligning with AoF’s advancement of the facilitation profession.</p>

What Level of Accreditation should I be applying for?

We offer three Levels of Accreditation - Level 1, Level 2 & Level 3. As well as providing a path for Continuing Professional Development, these levels recognise the different skill sets and contexts in which individual facilitators practice.

The Level at which you are seeking accreditation is stated as part of your Accreditation Profile). No two facilitators will have exactly the same Profile although they may be Accredited at the same level.

Your Level, as part of your profile, will indicate your areas of competence as a facilitator and path for development. For some facilitators, progress to the next level may not be desired or appropriate.

Facilitators can discover and develop depth in their facilitation practice through the accreditation process and through continuing development post-accreditation. You do not have to move up a level in order to progress in your competency and skill as a facilitator.

It is possible to be awarded a Level 1 Accreditation with evidence of Level 2 (or even 3) practice, or a Level 2 Accreditation with elements of Level 3 practice. Examples are given shortly.

The following table attempts to help you distinguish between the Levels of Accreditation you may be applying for. Once you have an idea of your Level, do discuss this with your AoF support person. There will be a greater volume and depth of evidence required as you make claims for higher credit.

	Level 1	Level 2	Level 3
AoF Training Equivalent	Foundations in Facilitation Skills Programme: <ul style="list-style-type: none"> • 5 days contact time • 1 or more self-study day • Presentation of case study • Live group facilitation practice/review • Self and Peer Assessment • Portfolio presentation 	Certificate in Facilitation Skills Course <ul style="list-style-type: none"> • 19 days contact time • 5 or more self-study days • Presentation of case studies • Live group facilitation practice/review • Self and Peer Assessment • Written paper or equivalent • Portfolio presentation 	Diploma in Facilitation Skills Programme <ul style="list-style-type: none"> • 38 days contact time • 10 or more self-study days • Presentation of case studies • Live group facilitation practice/review • Self and Peer Assessment • 3 projects including one written and one social action project • Portfolio presentation
Typical roles	<ul style="list-style-type: none"> • Managers who lead team meetings • Project Managers • Teachers and trainers who are engaged in people-centred learning • Consultants working with in-house or external groups • Volunteers with responsibilities for co-ordinating community, social or charitable action 	<ul style="list-style-type: none"> • Team/Department Managers and Leaders • Project Managers • HR, L&D and change professionals • Consultants working with in-house or external groups • Coaches and Therapists • Community leaders • Self-empowered learners • Aspiring Group Facilitators 	<ul style="list-style-type: none"> • Managers and Leaders • Programme Managers and Change Agents • Consultants working with in-house or external groups • Mentors, Coaches, Supervisors and Therapists • Community leaders • Self-empowered learners • Group Facilitators
Context	<ul style="list-style-type: none"> • Facilitation is likely to be one of many roles you perform, rather than your main role • Facilitation may not explicitly be part of your role description, however you regularly use facilitation skills 	<ul style="list-style-type: none"> • Facilitation and developing others is likely to be a significant part of your role, and recognised as such by others • You may be working in an internal capacity with a role as a manager or leader or externally as a consultant/trainer 	<ul style="list-style-type: none"> • Facilitation, co-operative enquiry and learning within groups is the major part of your role • You use a wide variety of styles within a variety of groups and organisations • You may offer facilitation services directly to organisations or via an associate relationship

			<ul style="list-style-type: none"> You may be working in an internal capacity with a role as a manager or leader or externally as a consultant/trainer/change manager
Content	<ul style="list-style-type: none"> Task oriented Managing and coordinating the performance and output of groups and teams General understanding and experience of team development without a requirement for great psychological depth May be first experience of Reflective Practice 	<ul style="list-style-type: none"> Task and Process oriented Conversant with Change Management, Organisational Dynamics, Learning & Development, Human Resources, Training Familiar with change in groups and organisations Reflective Practice Personal Development 	<ul style="list-style-type: none"> Group Process oriented as well as capable task facilitators Creative facilitation of emergent agenda and diverse groups Breadth and depth of awareness from personal to group, organisation and social dynamics Psychological depth May have specialist knowledge in addition to core facilitation skills, e.g. Gestalt, psychometrics, strategic change, business administration
Core Knowledge	Facilitation Skills, Modes of Power, Contracting, Safety, Group Dynamics and Team Development.	As Level 1 plus Experiential Learning, Reflective Practice, Psychological Defences, Change Management and Personal Development	As Level 2 plus evidence of a wide and flexible range of approaches, self awareness, critical reflection, depth of theoretical knowledge, committed approach to self-development
Supervision	Typically through a peer network, manager, coach or mentor.	Regular review of performance through self-and-peer review as well as external supervision	Regular reflection and personal/group supervision

Some examples:

Owen has worked in the Learning and Development Department of a large technology company for the last 3 years. He delivers the induction programme to new joiners once a month and also manages the administration of the modular development programme. He has recently taken on responsibility for management training and this involves managing a small team. He has added facilitation to his *training* profile.

Owen is an Accredited Facilitator at Level 1.

Julie works as a Liaison Officer in a school. She regularly organises meetings between teachers, local authorities, education bodies and linked schools. She is responsible for planning the agenda and usually opens and closes the meetings. She is often coordinating and influencing action between meetings. She is a trained counsellor and works part time.

Julie is an Accredited Facilitator at Level 1 with part accreditation at Level 2 (Theory) and Level 3 (Awareness)

David works for a charity and trains young people in life skills through working in outdoor environments. He works on long-term contracts and occasionally on a freelance basis. He previously worked in a gym as a personal trainer where he trained in NLP and is now a key member of a small organisation with an assigned mentor. David runs intensive courses often involving overnight stays and is required to have extensive supervision, in addition to his mentoring, which is arranged by his organisation.

David is an Accredited Facilitator at Level 2

Karen is a project manager for a construction company and has 10 years experience in various firms. She travels regularly and juggles two client projects as well as having internal responsibility for team-building days. She has a full-time team and reports to an internal director as well as to her client sponsors. She has a high degree of autonomy in her work and is often called upon to lead key workshops, lead decision making and negotiate programme changes with the client. She has identified a special interest in developing others and has been on various short courses in management and leadership skills, some of which involved experiential learning. She has supervision every two months and maintains a journal.

Karen is an Accredited Facilitator at Level 2 with part accreditation at Level 3 (Contracting and Ethics)

Jayne is a freelance group facilitator working across a range of organisations and often at a senior level. Having participated in many learning groups herself, she now has a deep understanding of group dynamics and has experienced how psychological defences can limit team productivity. Over the years she has developed an open and less defended personality. Jayne can see the deeper motivations that are below the surface in groups and is able to draw attention to them. She helps groups and teams get 'unstuck' and describes her work as 'holding up a mirror' to any limiting attitudes and behaviours. She helps groups and teams to engage in truthful conversations about the impact of their behaviours upon one another. Jayne works with her supervisor to explore the impact that her role has on groups and vice versa.

Jayne is an Accredited Facilitator at Level 3