GUIDELINES FOR PROVIDERS

DESIGNING AND ESTABLISHING A QUALITY MANAGEMENT SYSTEM

Contents

ORGANOGRAM

Overview

Education and training providers are at the coal-face of the education and training system, engaging directly with learners in facilitating the acquisition of knowledge and skills. To do this the provider offers a range of services, including curriculum design, learning programme development, learning materials development, teaching/facilitating learning and assessment[1]. Since the education and training system is meant to serve learners, all activities that the provider engages in must focus on satisfying the learners' needs. In engaging in these activities, the provider must ensure that the requirements for accreditation of providers, as set by SAQA, are adhered to. This implies that the provider must set and improve on its quality management system to ensure that it sets achievable goals and improves on these over time – this lays the foundation for a learning organisation.

In order to do this, providers must answer the following questions:

➢ What are the goals and principles by which the provider wants to operate?

➢ What are the services it intends to offer?

➢ How does it intend offering these services?

➢ Who are its clients and what are their requirements?

➢ What are the quality indicators and how will they measure quality training?

SAQA Requirements

The South African Qualification Authority Act of 1995 defines an education and training provider as:

> *A body which delivers learning programmes which culminate in specified National Qualification Framework standards and/or qualifications, and manages the assessment thereof.*

In order to be accredited, SAQA has stated that, an organization may be accredited as a provider by an ETQA, provided that the body seeking accreditation:

➢ is registered as a provider in terms of the applicable legislation at the time of application for accreditation;

➢ has a quality management system which includes but is not limited to:

- quality management policies which define that which the provider wishes to achieve;

- quality management procedures which enable the provider to practice its defined quality management policies; and

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[1] It is important to note that a provider may offer some or all of these services but is not required to do so. In order to be accredited, however, the provider must demonstrate how they will manage relationships with other providers to ensure that all services are available to learners.

- review mechanisms which ensure that the quality management policies and procedures defined are applied and remain effective;

➢ is able to develop, deliver and evaluate learning programmes which culminate in specified registered standards or qualifications;

➢ has the –

- necessary financial, administrative and physical resources;

- policies and practices for staff selection, appraisal and development;

- policies and practices for learner entry, guidance and support systems;

- policies and practices for the management of off-site practical or work-site components where appropriate;

- policies and practices for the management of assessment which include appeals systems;

- necessary reporting procedures; and the ability to achieve the desired outcomes, using available resources and procedures;

➢ has not already been granted accreditation by or applied for accreditation to another Education and Training Quality Assurance Body contemplated in Regulation 2 of the ETQA Regulations.

This means that the provider must:

1. Be a legal entity. At the very least it must be registered and have a constitution.

2. It must have a QMS since this covers all the aspects indicated above.

The legislation as prescribed by SAQA implies that the QMS must reflect that Providers:

➢ Aims are clear;

➢ Processes are identified;

➢ Procedures for quality management policies are in place;

➢ Sustainability of quality management strategies are in place;

➢ Have the ability to develop, deliver and evaluate learning programmes;

➢ Have the necessary financial, administrative and physical resources to deliver their programmes;

- ➢ Have clear learner-centered policies and ways of dealing with learning programmes;
- ➢ Are able to conduct off-site or work-site activities;
- ➢ Have clear policies for assessment and its management; and,
- ➢ Have policies for programme development in terms of content, people, procedures, practices and resources.

In ensuring quality of learning provision, Providers must:

- ➢ Use the standards registered on the NQF, and integrate theory and practice
- ➢ Utilise suitable learning and assessment processes for the prescribed learning outcomes
- ➢ Better enable individual learners to contribute to the reconstruction and development of the country and the individual's social-political-economic development
- ➢ Facilitate and enhance access, mobility and progression
- ➢ Redress previous inequities, particularly making available opportunities for those who could not previously access them
- ➢ Periodically collect, store and report information describing achievements for each of the other indicators

What is a Quality Management System?

The keystone of quality management is the commitment by management that the organisation will do whatever it takes to meet client and learner needs and requirements to ensure total client and learner satisfaction. The emphasis on quality management systems is placed on 'quality development' and continuous improvement. A Quality Management System sees the integration of an organisation, its culture and environment and using management to align the mission, culture and working practices in pursuit of continued quality improvement. It is highly "people-orientated" and participative and assumes that a quality culture is an integral and necessary part of an organisation and encourages all staff to be involved in its implementation and monitoring.

The provider needs to show that it can deliver training of the required quality and/or can assess learning achievements against the registered learning outcomes. Both the training and the assessment need not take place on the provider's premises. In fact many small providers do not have their own training venues. They train and assess on site. Thus the provider needs to give a clear indication that it has the necessary capacity as an institution to train and that it can deliver quality training and conduct fair assessments or manage the provision of assessments by an assessment provider.

The basic quality assurance principles, as reflected in the legislation, are the same irrespective of the size of the organization. What is important is that the organization clearly defines the objectives it intends to achieve and the quality indicators it will use to measure the extent to which it achieves its objectives. These quality indicators must measure the efficiency and effectiveness of the training and assessments that are provided through the organisation.

A fully documented QMS will ensure that two important requirements are met:

➢ The **business systems** of the organization are detailed. These should reflect the organisation's internal and external operational requirements ensuring the efficient utilization of human, physical, technological and information resources. The business requirements forms the foundation on which any organisation's sustainability and growth is dependent, and

➢ The **training systems** that include development, delivery and evaluation of learning with a key focus on learners' needs and requirements. These systems focus on the ability of the organisation to deliver and assess the desired education and training outcomes consistently.

The Quality Spiral

Management Commitment

Review

Monitoring

Clients including

Planning

Implementation

Communication
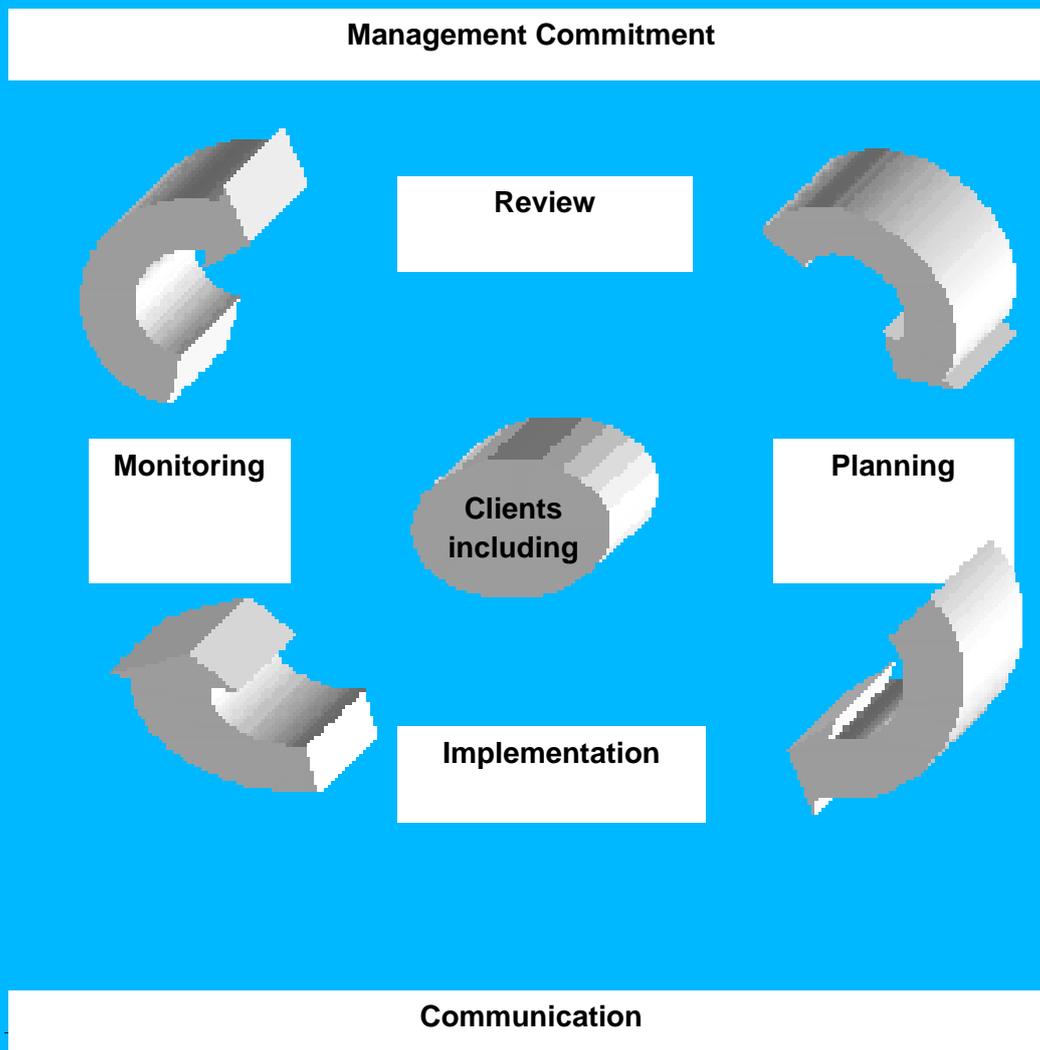
The Quality Spiral clearly indicates that the learner is at the heart of the education and training system. This implies that all policies and procedures must be developed with the learner as its central focus. Management Commitment to the implementation of a Quality System and Communication of the System to all involved is essential for an effective quality management system.

The Quality spiral indicates four broad areas:

➢ Planning

➢ Implementation

➢ Monitoring and Reporting

➢ Review and evaluation

Components of a Quality Management System

The QMS comprises the following:

➢ Management commitment to the establishment, implementation and review of the system

➢ The Polices and Procedures which lay down the guidelines for all users of the systems

➢ Monitoring and reviewing the system

The quality management system required by a training provider is separated into the Business and the Training System purely for ease of reference. The business systems relate to the basic operational systems and processes that any organization must have in place to operate effectively. The training system focuses on those components that must be in place to ensure that the learner receives the high quality and relevant training.

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                            QMS

  Business Systems                        Training Systems

      Human Resources              Programme Development

      Administration               Learner Management

      Finance                      Assessment Management

      Reporting                    Workplace Management
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Guidelines for Providers – Establishing a QMS
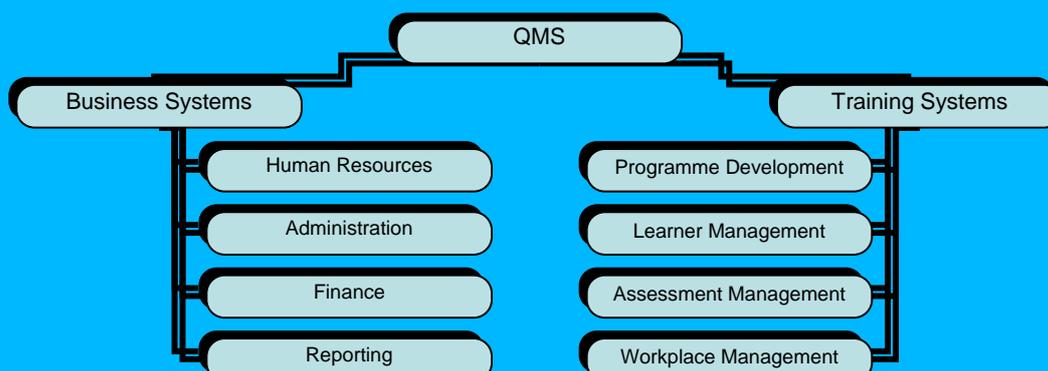
It is obvious that the size and type of organization will influence the complexity of the QMS in place. An organisation with one individual will require a fairly simple QMS, while an organisation that employs staff will have a more complex QMS. For example a one-person provider will not have any Human Resources Processes in place but will have to demonstrate a commitment to ongoing professional development. Although the guideline makes reference to all legislated requirements, the provider must select those that are important and relevant to the size and type of organization.

How to use this Guideline

The Guideline is designed to cover the three key QMS components – Management Commitment, Business Systems and Training Systems.

Each section is divided as follows:

- ➢ The purpose of the QMS component

- ➢ Benefits to the organization of addressing the QMS element

- ➢ Key elements of the QMS component

- ➢ Outlines for policies and procedures related to the QMS component elements

Remember that in designing the QMS, the Learner must remain the central focus

Management Commitment

Purpose:

Leadership, commitment and the active involvement of management are essential for developing and maintaining an effective and efficient quality management system.

Management commitment must include:

➢ Establishing a vision, mission goals and principles by which the provider will operate,

➢ Leading the organization by example, in order to develop trust,

➢ Communicating direction and values regarding quality and the quality management system,

➢ Participating in searching for new methods, solutions and products,

➢ Obtaining feedback directly on the effectiveness and efficiency of the quality management system,

➢ Identifying the support processes that influence the effectiveness and efficiency of the processes,

➢ Creating an environment that encourages the involvement and development of people, and

➢ Providing the structure and resources that are necessary to support the organization's strategic plans

Benefits to the Organisation

The organisation will be able to

➢ Ensure a learner/client-centered focus is in place. They are better able to understand current and future client needs, should meet client requirements and strive to exceed client expectations.

➢ Establish unity of purpose and give the organization clear direction.

➢ Create and maintain an internal environment in which staff becomes fully involved in achieving the organization's objectives. Their full involvement enables their abilities to be used for the organization's benefit.

> ➢ Identify risks and manage these pro-actively

Elements of Management Commitment to Quality

Planning

Evaluation

Management Commitment

Commitment to Quality

Monitoring and Reporting

Element	Purpose	Role it plays	Key elements
Planning	Planning ensures that the objectives, targets and quality indicators of the business are well thought out.	Planning sets the framework for the quality systems to which all activities must be measured.	Determine the: Objectives Outcomes Quality indicators Measures and targets
Commitment to quality	Managements commitment to quality will ensure that the quality processes as designed in the planning phase are adhered to.	The commitment to quality if well communicated indicates to clients that the organization is serious about client needs and requirements. It also indicates that the organization is serious about its sustainability	Quality Policy Quality record keeping Communication Resources required to maintain quality standards
Monitoring and Reporting	This is important to check the extent to which the quality indicators are being achieved against the set targets and reporting the actual results against the expected results	Monitoring ensures that the provider is constantly aware of the level of delivery. Reporting against actual outcomes is important for the organization to inform the relevant stakeholders, eg, the SETA that it should retain its accreditation because it meets quality requirements or that it has identified the following gaps and the suggested solution it has to resolve the outstanding issues	Monitor the various processes Compare the actual with the set targets Identify discrepancies Report these

Element	Purpose	Role it plays	Key elements
Evaluation	Evaluation allows the organization the opportunity to work out what is working, what is not and what needs to be done to correct the deficiencies	The role of evaluation allows a provider to look back on the organization over a period of time and evaluate what it has not done correctly, and to put in place measures to correct these	Review the - Business plan - Budget - Cash flows - Due diligence - Business systems - Training systems

The Business Plan template headings

➢ Vision

➢ Mission

➢ Core business activities

➢ Objectives

➢ Values and Organisational Culture

➢ Success indicators - efficiency and effectiveness

➢ A marketing strategy/plan (Products/Price/Place/Promotion)

➢ A three-to-five year financial projection.

➢ Human resources required

➢ Equity Plan

➢ Capital resources required

➢ Sustainability and growth plan using SWOT

➢ Research and Development

Quality Policy Template headings

➢ Planning

    o Purpose of the QMS

    o Values and guiding principles of the QMS

    o Documentation requirements

    o Internal and external communication of QMS

    o Resource provision

➢ Commitment to Quality

- o Services

- o Client and learner satisfaction

- o Creating a quality-driven work ethic

- o Employee satisfaction and requirements

➢ Monitoring and Reporting

- o Timeframes

- o Reporting Formats

- o Linkage to Performance Management and Rewards

➢ Evaluation/Review

- o Quality Indicators

- o Corrective actions

- o Recording Best Practice

Business Systems

Purpose:

The provider's operational business systems capture and reflect the organisation's capacity to carry out all its management and business functions, providing a guarantee that it has adequate capacity to deliver training effectively and efficiently and in an accountable manner.

In order to do this the provider must have systems in place to manage its Human Resources, Administration, Finance, Client and Marketing and Reporting effectively.

The purpose of the **human resource system** is to indicate that staff members are competent to carry out their roles as administrators, facilitators and/or assessors. Staffing policies and procedures, including recruitment, selection, appointment, remuneration, promotion and termination provide clear guidelines for acquiring new staff. The provider is able to show that sufficient and suitably qualified staff (full-time or contractual) is available to facilitate learning and to conduct assessments. Evidence of opportunities for staff development makes it possible for staff to pursue their personal and professional growth. Disciplinary and grievance procedures allow staff opportunities for appropriate recourse that is substantively fair.

The emphasis on the **administration system** is to ensure that all administration related activities are carefully controlled to ensure management of services and to control costs. The structure of the administration is outlined to ensure that staff understands how the administration of the organization works. Clear lines of responsibility and accountability must be outlined. A key feature of the administrative resource requirements would be the database of learner information and learner records together with a detailed account of procedures for the accurate capturing, maintenance and regular updating and monitoring of learner information and records. The management, maintenance and upgrading of facilities, resources and materials are essential requirements.

Financial controls are critical for ensuring the organization has good financial management principles, policies and procedures in place. The Financial system must show that it complies with sound accounting principles since this is one way in which the provider can prove its sustainability. It reflects the financial systems that are used, the financial resource base, the sources of funding and its plan for sustainability. In respect of adequate financial resources, the provider must demonstrate that they have the necessary financial resources to sustain the learning services throughout the period of accreditation. In addition, the provider should demonstrate that proper budgetary and financial management processes are in place including the allocation of resources adequate to the requirements for providing and developing quality learning services.

Maintaining Client relationships must be properly spelt out since all staff interact with clients and learners. In addition, it is important to plan how existing and new client's will be informed about new educational and training developments and programmes on offer.

Reporting is a way of communicating with clients, learners, the accrediting agency and funders on the progress of learning and assessments. Users of learner progress reports would be the learner and the facilitator. ETQAs will require information on learner competence. Providers also need to have policies in place for the learner information they release, for example, to someone sponsoring the learner. With respect to reporting on learners and learner achievements, the constitutional right to privacy needs to be taken into account when designing what and how information will be stored for each learner.

Benefits to the Organisation

➢ All staff are better able to understand the principles by which the business operates and know the boundaries within which they must work.

➢ The availability of standardized formats makes it easier to capture and interpret information.

➢ Business procedures ensure that all staff apply the same procedures and hence maintain quality and service standards.

➢ Staff systems allow an open yet developmental approach to handling all staff related issues.

➢ Reporting lines and reporting systems ensure that the provider has a standard format for reporting thus minimizing the opportunity for not disclosing confidential information.

Elements of the Business System

Element	Role it plays	Key elements
Human Resources	It provides staff with all the guidelines, procedures and details on all aspects that affect their employment	Criteria used in staff selection process Who selects staff What selection procedures are followed Induction into the workplace Staff performance appraisal Staff training and development Disciplinary and Grievance Termination
Administration	It sets the operational procedures and guidelines on which all administrative functions must follow	Information control Record keeping Documentation control Filing Security and security of confidential information Health and security
Finance	It establishes the boundaries of expenditures and details the control mechanisms to ensure that financial controls are in place	GAAP principles Budget detailing projected income and expenditure
Client & Marketing	This explains how client requirements must constantly be met and the way in which the company is to engage in marketing its services and programmes	Client satisfaction Client surveys Client requests Client complaints Marketing tools Branding of the organisation
Reporting	It will provide correct information to the relevant persons who requested the information	Learner progress Training progress

Human Resource Policy Template Headings

➢ Briefly outline the employment policy in terms of full time, part time and contract staff including facilitators, assessors and mentors.

➢ Induction of new employees

➢ Staff Recruitment, Selection, Appointment

➢ Performance Management

➢ Performance Appraisal

➢ Staff Remuneration

➢ Employment Equity

➢ Staff Leave/Sabbatical

- ➢ Staff Grievances
- ➢ Disciplinary Policy and Procedures
- ➢ Sexual harassment
- ➢ Code of Conduct
- ➢ Training and development of staff
- ➢ Managing HIV/AIDS in the workplace
- ➢ Smoking Policy
- ➢ Exit Interviews

Staff Recruitment and Selection Procedure

- ➢ Identifying a vacancy
- ➢ Options for filling this post
- ➢ Method to advertise for prospective candidates
- ➢ Criteria for short listing candidates
- ➢ Interviewing techniques
- ➢ Method for Final Selection
- ➢ Process for reference checks
- ➢ Steps to make the appointment
- ➢ Unsuccessful candidates informed
- ➢ Job Specification
- ➢ Employment Contract
- ➢ Induction into the workplace

Staff Performance Procedure

- ➢ Self-evaluation of staff
- ➢ Facilitator evaluation
- ➢ Assessor evaluation by the Moderators
- ➢ Evaluation of mentors
- ➢ Evaluation of non-teaching staff
- ➢ Feedback on evaluations
- ➢ Link evaluations to the staff development plan and rewards system

Staff Training and Development Procedure

- ➢ Link to the WSP
- ➢ Link to Employment Equity targets
- ➢ Compulsory and optional training
- ➢ Financing of training
- ➢ How to register onto a training programme
- ➢ Criteria for Sabbatical

Staff Grievance and Disciplinary Procedure

- ➢ Different types of transgressions
- ➢ Detailed procedure to be followed for each transgression
- ➢ Step-by-step procedure to be followed for constructive dismissal cases
- ➢ Internal systems and personnel to deal with CCMA or litigation.
- ➢ Detailed procedure to follow if a staff member has a grievance
- ➢ Detailed procedure to follow if a staff member feels he/she is being sexually harassed

Administration Policy

- ➢ Day-to-day administrative procedures
- ➢ Stationery
- ➢ Knowledge and Information Management - manual and electronic
- ➢ Provision of Physical Resources
- ➢ Documentation and Record keeping
- ➢ Filing systems
- ➢ Occupational Health and Safety
- ➢ Security of information
- ➢ Copyright
- ➢ Stock control
- ➢ Control of staff records

Administration Procedure

- ➢ Stock purchase, issue and control
- ➢ Tenders
- ➢ Training materials purchase
- ➢ Training equipment bookings
- ➢ Manual filing system
- ➢ Electronic filing system
- ➢ Back up of computer data
- ➢ Access of computer data
- ➢ Outgoing mail and courier services
- ➢ Control of staff records
- ➢ Booking training venues
- ➢ Emergency procedures

Financial Policy

- ➢ Financial principles
- ➢ Financial systems
- ➢ Authority to purchase assets
- ➢ Authority to sign cheques

Financial Procedures

- ➢ Making payments
- ➢ Bank Loans and Overdrafts
- ➢ Student Fees Regulations
- ➢ Learner Reimbursements
- ➢ Managing the petty cash
- ➢ Travel, accommodation and meal allowance claims
- ➢ Purchasing of stock and consumables

➢ Payment of accounts

Budget

➢ The budget period/financial year

➢ The projected income over the period

➢ The projected expenditure over the period

Client and Marketing Policy

➢ Explain how the provider will communicate with the Customer

➢ Explain how the provider will handle both verbal and written Customer enquiries

➢ Explain all the endeavours the provider will undertake to ensure Customer satisfaction

➢ Explain how the provider will handle both verbal and written Customer Complaints

➢ Explain how Customer Surveys will be conducted and what will be done with the outcomes of this survey

➢ Describe the different ways in which the business will communicate with its stakeholders

➢ Describe the various marketing tools the business will use, the target market it is intended to reach, and when each tool will be used

➢ Explain how the business is to be branded

Reporting Policy

➢ Principles of reporting

➢ Information to be reported

➢ Confidentiality in reporting

➢ Reporting to:

     o Managing Board/Quality Committee Refer to Organogram

     o Learner

     o Facilitator

- o Workplace/Employer

- o SETA ETQA

- o Funders

- o Media

Reporting Procedures

➢ Methods of reporting

➢ How often each report will be sent out

➢ What will be done with the feedback received from reports

➢ Information to be supplied in reports

➢ Use of statistics and data in reports

➢ Formats for reporting

Training Systems

Purpose

The Training Systems element ensures that the Organisation has well designed systems for planning its training, conducting its training, assessing learners achievement against learning outcomes and evaluating the training simultaneously ensuring that the learner is placed in the correct programme, is guided and supported through the learning process and his records of learning are well-maintained.

Learning Programmes are flexible and designed with the needs of prospective learners and employers in mind; their form and structure encourage access and are responsive to changing environments; learning and assessment methods are appropriate to the aims and purposes of the programme. The elements of the programme include its relationship to the registered standard/s or qualification in respect of learning outcomes and purpose as well as assessment and accreditation requirements. At the heart of providers' activities are the programmes that they deliver. This, more than anything else, establishes the rationale for the existence of the provider in the first instance. A 'provider' is differentiated from others because it offers particular programmes to people for whom they may gain qualifications. It is therefore critical that providers give a clear and coherent description of the ways in which the delivery of their programmes happens in practice. The provider must outline how it designs its curriculum and learning materials. Given that the establishment of the NQF is aimed at transforming the nature of education and training, particularly at the level of programme delivery, it is also crucial for providers to be able to relate their descriptions of their programme delivery to NQF principles.

Since the learner is at the centre of any learning system, the provider must demonstrate how the **learner's progress** is managed from the point of entry until the learner exits the programme. These include criteria for the selection of learners, the extent to which their needs are met and what support and guidance they are given. Providers must show clearly how training is learner-centered, encourages learner participation, that the programme the learner is placed on is relevant to that learner and that the learner's prior learning is recognized. The provider must also reflect on how it intends assisting the learner when he/she exits the organization. Learners' special needs need to be considered and assessment arrangements and communication with teachers, tutors, lecturers, educators or trainers must be outlined.

For **managing off-site practical or work-site components** (where applicable), the provider must give evidence of how they will assure the quality of the "practical" or "experiential" element of the learning programme. Mechanisms for ensuring valid "off-site" learning experiences and for safeguarding the rights of learners in this process will be required. As part of the system for practical or experiential learning, the provider will need to give evidence for managing assessment across sites and for the maintenance of learner information.

The organization must provide a detailed outline of its **assessment strategy** including how the principles of good assessment are assured. These are captured in the assessment policy. Assessment policies describe the approaches that are used by an organisation in its assessment practices. As such, assessment policies need to indicate what approach the organisation adopts with regard to assessment and whether this approach is in line with NQF principles. Assessment policies also outline how the processes of assessment will be managed: – by whom, how and how often. They include internal assessment, external assessment, moderation, provision of feedback to learners and maintaining records of assessment. They also include ways in which learner support requirements are identified, and ways in which this support is provided.

Benefits to the Organisation

- ➢ Clear policies and procedures in place to drive the development, delivery and evaluation of learning
- ➢ The curriculum design system and learning materials processes
- ➢ A well-structured Learner system ensures that each learner can be easily traced in his learning programme.

Elements

Element	Role it plays	Key elements
Programme Development, Delivery and Evaluation	It sets the framework that the provider will use when designing training programmes It shows clearly the alignment of the training to NQF principles It is able to design learning programme strategies clearly outlining learning and assessment methodologies	Need for the programme is established, becomes demand driven Designing a curriculum Designing learning materials Networking with industry employers
Learner Management	It provides the ability to trace the learner from entry, through the training and assessment and finally when he/she exits. It manages learner progress during the learning by the use of feedback and reporting. It provides the foundation on how the organization addresses learners with special needs	Learner recruitment Learner selection Learner induction Learner feedback Learner records Learner Progress reports Learner exit
Workplace Management	It demarcates the roles and responsibilities of the provider in the workplace and establishes exactly what it must do. It also clarifies the mentoring and coaching of the learners ensuring that workplace learning is structured	Roles and responsibilities of employer, provider and learner Matching of learner and mentor Guiding the mentoring process and feedback
Assessment Management	This provides the framework for the way in which assessments will be conducted, by whom and when. It details the assessment process, the assessment instruments, the requirements of the role-players in the assessment, the evaluation of the evidence provided, feedback to learners and assessment appeals. It also provides the organizations approach to RPL	Assessment strategy Assessment process Assessment procedures Instruments Feedback Registration of assessors and moderators and verifiers

Template Headings:

Programme Design and Development

Includes curriculum, learning programme and materials design and development

➢ The relationship of the learning programme to the NQF

➢ The link between the learning programme and scarce skills requirements

➢ Curriculum design

➢ Programme Portability and Articulation

➢ Learning material design

➢ Integration of theory and workplace learning

➢ Workplace experience needed

➢ Style of learning and teaching (including training)

➢ Key features of the learning environment

➢ Learning and learning support resources and requirements

➢ Assessment methods

➢ Requirements necessary for the successful completion of the programme; including theoretical and practical learning components and, wherever possible and appropriate, experiential learning.

➢ Integration of the relevant critical cross-field outcomes

➢ Entry requirements for the programme

➢ Provision for the recognition of prior learning and exemptions

➢ Language policy

➢ Programme ethos that supports lifelong learning

➢ Research that underpins the development of the learning programme

➢ Adapting the learning programme, materials and venues for learners with special needs

Policy on Programme Delivery

This focuses on the infrastructure used in the actual training of learners

➢ Nature of the programmes the organisation delivers

➢ NQF status of the programmes (e.g. NQF level)

➢ Components (for example, programme modules) that make up the programmes

➢ How often are the programmes delivered, and the duration in notional learning hours

➢ Modes used in the delivery of the programmes (For example, the use of group work, opportunities to learn in the workplace, or the role of distance learning would be described at this point.)

➢ Extent of flexibility in the delivery of the programmes

➢ How is learner-centeredness ensured in the delivery of the programmes

➢ How does programme delivery ensure that the programmes are relevant to learners

➢ How are learners assessed during the programme delivery? How often? By whom?

➢ How are learners given feedback on their performance during the delivery of programmes and what forms does this take

➢ How are resources planned for the delivery of programmes?

➢ Accessibility to learners with special needs and other vulnerable groups

Policy on Learner Management

This includes entry requirements, learner guidance, learner support and learner record keeping

➢ How learners are selected for the programme

➢ To what extent do such selection procedures recognise the prior learning learners have

➢ What is the demographic composition of the learner population? (Gender, race, disabled, vulnerable learners in outlying areas and low poverty indices).

- ➢ Is the organisation planning to diversify the demographic composition of the learner population, taking into account historical disadvantages and discrimination?

- ➢ How does the provider ensure that the programme is relevant to the needs and aspirations of the learners?

- ➢ How does the delivery of the programme encourage learner participation

- ➢ How does the organisation identify the nature of support learners require

- ➢ What support is given to learners

- ➢ What guidance is offered to learners?

- ➢ How are opportunities for further learning provided for by the organisation?

- ➢ How, by whom and how often are learners given feedback on their performance?

- ➢ Do you provide career guidance course/programme advice before and during programme delivery?

- ➢ What is your Learner Exit Strategy?

Procedure to recruit and select learners

- ➢ Request for information

- ➢ Completion of training application form

- ➢ Checklist to assess whether learner meets minimum requirements

- ➢ Pre-assessment of learners (RPL)

- ➢ Interview of learners

- ➢ Placement of learner in most appropriate programme

- ➢ Rejected learners

- ➢ Completion of acceptance documentation

- ➢ Collection of fees

- ➢ Induction of learners

- ➢ Individual learning plans

Procedure to support learners during learning

- ➢ Learners with special needs

- ➢ Access to advice and information

- ➢ Access to special services

➢ Access to counseling

➢ Remediation

➢ Individual tutoring due to absenteeism for valid reasons

Learner records

➢ Name and unique learner number (possibly an ID number or a SAQA generated number)

➢ Contact details

➢ Demographic information (age, race, gender, geographical location, occupation – if applicable)

➢ Education and training background and experience (prior qualifications; prior learning and previous learning experiences; learning skills; language skills and preference)

➢ Special learning needs (relevant disabilities or learning difficulties)

➢ Additional learning needs (necessary experience and knowledge of relevant technology)

➢ Resource factors (place and time of learning, access to resources including electricity and technology, financial resources for additional learning or support materials)

➢ Motivation for entering a programme of learning

➢ Programme/s for which the learner is registered

➢ Performance during the programme (internal and continuous assessment)

➢ Achievement during and at the end of the programme (internal and external assessment, final assessment, award achieved)

Policy on Managing Workplace Learning including mentoring

➢ Role of the Workplace Training Committee/Manager

➢ Internal and external mentors

➢ Induction of the learner into the workplace

➢ Learner records in the workplace

Procedure to mentor learners

➢ Appointment of mentors

➢ Matching of mentor to learner

➢ Prepare a Mentor Guide

➢ Mentor meetings and feedback

➢ Monitoring the learner's progress

Policy on Assessment including moderation and RPL

➢ What is the organisation's approach to assessment?

➢ How does the organisation's assessment policy incorporate principles of lifelong learning, recognition of prior learning and integration of theory and practice?

➢ Principles of good assessment

➢ How are assessments conducted, by whom and how often?

➢ What are the mechanisms that the organisation puts into place to assure the quality of assessments conducted? Are moderators used for assessments?

➢ Are policies and procedures for possible appeals in place?

➢ How are learners given feedback on the ways in which they have been assessed? How does this occur? Who does it, and how often?

➢ How does the organisation ensure that assessments are used to identify and provide for the support and guidance learners need?

➢ How is assessment results fed back into programme development?

Criteria for the registration of assessors

➢ Technical and Assessor Competence

➢ Registration with the SETA

➢ Capacity building of assessors

Criteria for the registration of moderators

➢ Moderator qualification and registration with ETDP

➢ Registration with SETA

➢ Scope of moderation

Assessment appeals

- ➢ When to lodge appeals
- ➢ How to lodge appeals
- ➢ Appeal results recorded

Moderation principles

- ➢ Moderation Guide
- ➢ Templates and Tools

Verification Principles

Assessment Procedure including design of assessment instruments

- ➢ Purpose of assessment
- ➢ Parties involved in the assessment
- ➢ Assessment plan
- ➢ Preparation of assessment instruments
- ➢ Assessment evidence
- ➢ Conducting the assessment
- ➢ Evaluating the evidence
- ➢ Declaring competence
- ➢ Records of assessments
- ➢ Feedback to learners
- ➢ Appeals procedure
- ➢ Re-assessment

Moderation Procedure

- ➢ Appointment of moderator
- ➢ Moderation of assessments
- ➢ Requesting additional evidence

➢ Preparing a moderation report

➢ Submit report to SETA for certification

RPL Policy and Procedure

Principles of RPL

➢ Currency of evidence

➢ Sufficiency of evidence

➢ Validity of evidence

➢ Authenticity of evidence

➢ Fairness

➢ Practicability

The RPL Process

➢ The target group

➢ Numbers of candidates for RPL process

➢ The budget and financial support to the project

➢ The unit standards that will be used

➢ The assessment methods that will be adopted

➢ Preparation and support for candidates

➢ Communication Strategy

➢ Time frames, logistics, Work arrangements during the RPL process

➢ Certification

➢ Handling Disputes

➢ Appeals and Reassessments

Monitoring and Evaluating the QMS

Purpose

It is true that without its learners and clients the organization will not exist. Therefore the organizations success, sustainability and growth are dependent on what the organization does to keep their existing clients and how they plan to attract new clients. The best way to achieve this is to ensure that they offer relevant and high quality learning services (programmes and assessments). The way to measure this is by evaluating learner and client satisfaction. Since client requirements are not stagnant but continuously changing, the organisation must ensure that it strives to continuously improve its services and strives for excellence in everything that it does.

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Objectives  →  Quality      →  Measures  →  Targets  →
                Indicators
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FEEDBACK LOOP
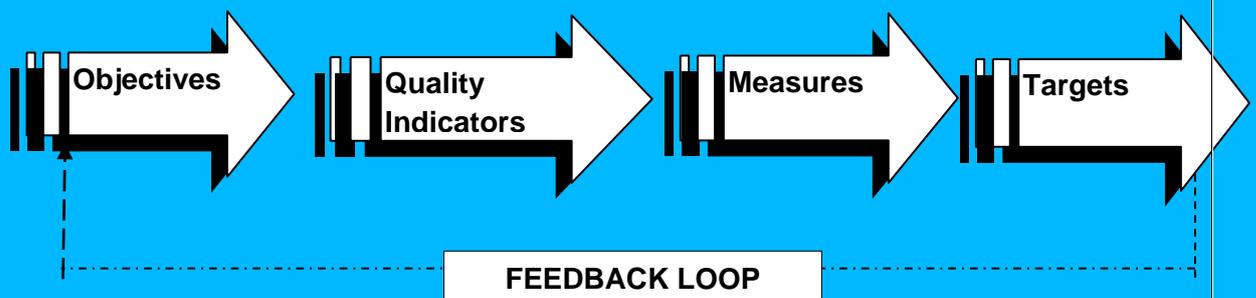
The organization must first determine the objectives it wants to achieve and the targets it intends to achieve. Both efficiency and effectiveness quality indicators must be set for the objectives. This will provide a clear idea of how the organization will measure the targets against the objectives.

Providers need to provide a detailed account of how, by whom, how often and for what purposes the activities of the organisation will be researched, monitored, audited and/or reviewed. Organizations can only develop if they monitor and review their own activities.

There are various ways that the provider can monitor and review the quality, including external evaluations, the use of moderators, internal review and monitoring systems, assessments, appraisals, research, and auditing. Providers need to provide a clear description of what system they have in place, how it operates in practice and what its tangible and intangible achievements are. Also included here should be a clear indication of how such review findings get fed back into the organisation so that improvements are operationalised.

Quality indicators:

Quality indicators must be measurable. Indicators of quality must focus on the efficiency and the effectiveness of the training.

Efficiency implies doing the right thing, for example:

- ➢ No of enrolments

- ➢ High Pass rates

- ➢ Low drop out rates

Effectiveness implies doing things right, e.g.

- ➢ Retaining accreditation status

Benefits to the Organisation

- ➢ It lets the organization know what it is doing right
- ➢ It lets the organization know what it is doing wrong
- ➢ It shows the gap between the actual and the targeted results
- ➢ It allows the provider the opportunity to identify corrective actions and to implement these
- ➢ It indicates to the client that the organization is open, transparent and wants to be accountable for the quality of the services it delivers

Components of the Quality Manual

1. Business plan

2. Quality Policy

3. Human Resource Policy

4. Staff Recruitment and Selection Procedure

5. Staff Performance Procedure

6. Staff Training and development procedure

7. Staff and Learner Grievance Procedure

8. Administration Policy

9. Administration Procedure

10. Financial Policy

11. Financial Procedures

12. Budget

13. Customer and Marketing Policy

14. Reporting Policy

15. Reporting Procedures

16. Policy on Programme Development, Delivery and Evaluation

17. Policy on Learner Management

18. Procedure to recruit and select learners

19. Procedure to support learners during learning

20. Policy on Managing Workplace Learning

21. Procedure to mentor learners

22. Policy on Assessment

23. Recognition of Prior Learning Policy

24. Moderation Policy

25. Appeals Procedure

26. The Registration of Assessors

27. Policy on Monitoring, Evaluation and Reviewing the QMS

28. Monitoring and Evaluation Procedure

29. Procedure to review the QMS

ORGANOGRAM

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SENIOR
MANAGEMENT


          OPERATIONAL
          MANAGEMENT



     ACADEMIC AND ADMINISTRATIVE
                STAFF



                    LEARNERS
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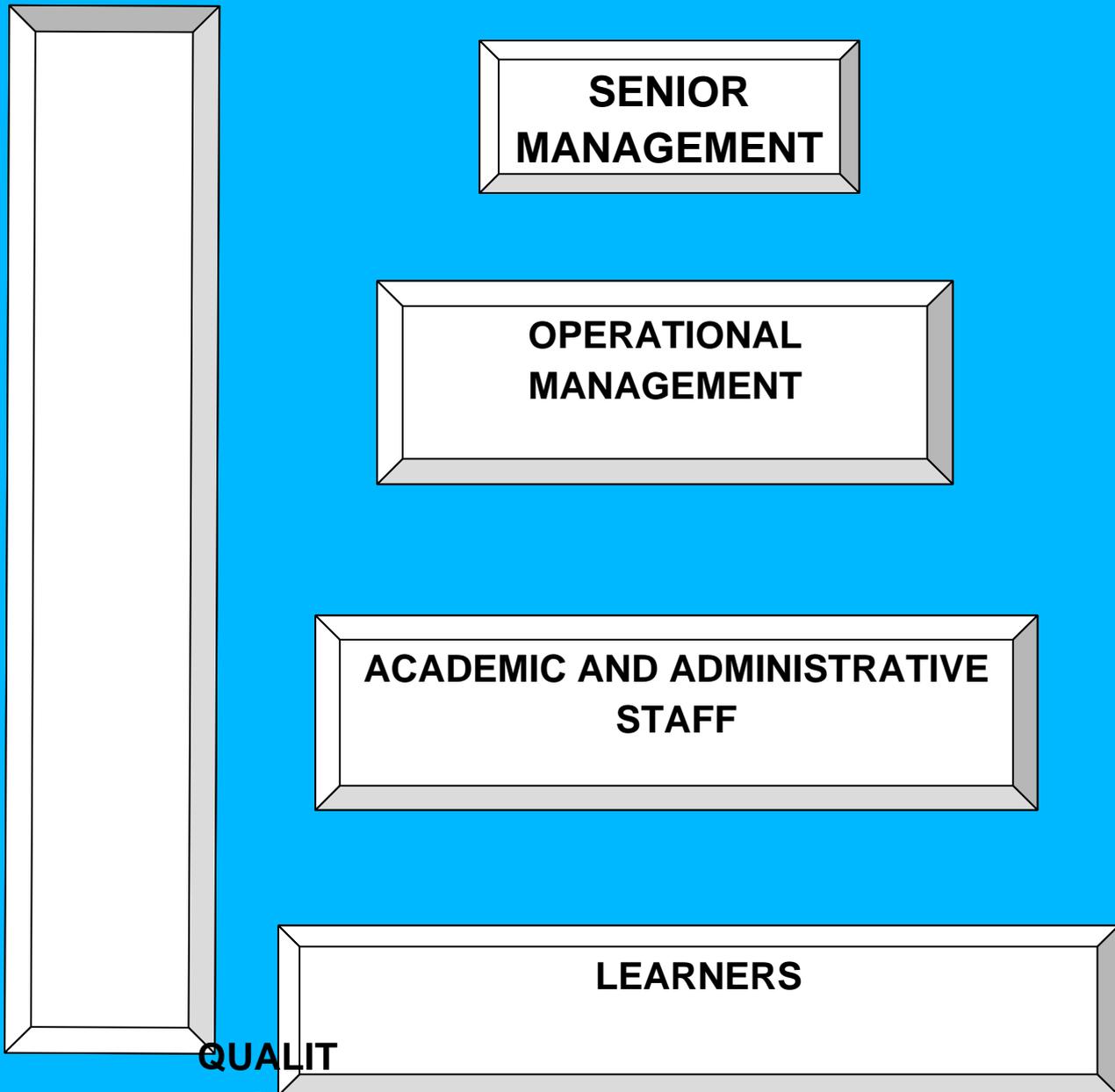
QUALITY COMMITTEE IS MADE UP OF REPRESENTATIVES OF EACH TIER