



QUALITY MANAGEMENT PLAN GUIDELINES

QUALITY MANAGEMENT REQUIREMENTS

A quality management plan must be submitted to the BANKSETA for all programmes **before** any learner agreements can be registered. This requirement is in keeping with the BANKSETA philosophy of building quality in from the beginning rather than trying to inspect it in at a later stage. The quality management plan must be reviewed each time a programmes is initiated and for each new intake.

Where the provider associated with a particular programmes registered by the BANKSETA is an in-house provider and has been accredited by the BANKSETA Quality Management (QM), the provider will be principally accountable for the quality management of the programmes. In cases where the provider has been accredited by another QM, the project team consisting of Employer and provider will be **jointly** responsible for the quality management of the programmes.

1. The accreditation of providers

All providers of programmes will be expected to meet the requirements for accreditation (as outlined by SAQM Regulations) as well as those of the appropriate QM function. These requirements assure the provider's capabilities to plan, deliver, and manage the standards and qualifications for the programmes concerned. In order to register a programmes, accredited providers will have to submit the following documents:

- Proof of accreditation as a provider, which must of course still be valid and current at the time the application is made, in the form of a declaration by the provider and including the provider accreditation number and indicating that the accreditation includes the specific qualification that the programmes will lead to. The ability of a provider to deliver programmes will lapse automatically should an accredited provider lose, forego or waive its accreditation as a provider per se. Whereas the BANKSETA QM has not prescribed particular qualifications for ETD practitioners, it does reserve the right from time to time to stipulate specific qualifications for trainers in respect of providers which are accredited to deliver programmes, provided that a sufficient grace period is allowed.

2. Management representative

The project team responsible for the programmes process must obtain a representative of the provider organisation's management as well as of management who will be accountable for the full programmes process and include a letter of appointment of the employer organizations. One of the duties of these management representatives must be to report to the BANKSETA on the quality management system in relation to programmes in the relevant organisation(s). The document must also make explicit the commitment to the programmes process by both provider(s) and employer(s).

3. Co-operation between providers and employers to deliver programmes

The project team must describe how co-operation will take place between the training provider and the employer in order to achieve proper integration of the workplace component and the formal training component of the programmes. A copy of the service level agreement between the employer and provider must be included in the application.

4. Project plan

The project plan submitted in support of the quality management plan should include provision for deliverables, accountabilities, time lines and the budget.

5. Staffing of provider organisation

A declaration must be included to the effect that the provider has sufficient numbers of training and development staff who are able to:

- design appropriate and effective learning programmes and materials;
- implement, facilitate and assess programmes programmes in accordance with the precepts of outcomes-based education; and
- provide the requisite guidance and support to learners.

6. Learner support services

For the smooth implementation of a programmes, the project team must demonstrate that it is capable of offering the essential learner support services, involving at least the following:

- sufficient clerical posts to co-ordinate the various learning components, and to ensure that schedules and facilities are properly established, communicated and implemented;

- a programmes ombudsman must be available to any learner engaged in a programmes who is experiencing problems with that programmes within a week of the problem arising;
- a programmes manager who attends to all contractual and legal aspects of programmes, all funding aspects of programmes, all managerial decision-making aspects of programmes, and who oversees the clerical staff in coordinating programmes; and
- a post, however designated, in which an accountability will reside for ensuring that programmes within the organisation are properly managed and regulated.

The project team must indicate whether the provider or the employer will be responsible for the above and this must be formalised in the Service Level Agreement between the two parties.

7. Admission of learners to programmes

A detailed description of the employer's system for admitting learners to programmes, demonstrating that the system is appropriate for the purpose of programmes must be included. The criteria for the selection of learners must be included. The equity ratios as stipulated by the National Skills Development Strategy (85% black, 54% female and 4% disabled) must be adhered to.

An outline of the induction programme and/or activities for the unemployed/pre-employed entering into programmes should be included.

8. Support of learners

The guidelines envisage that all programmes will be supported by mentorship or coaching systems. Mentorship/coaching occur during the workplace component of a programmes, and require that the mentor /coach should possess the specialised skills which the learner is trying to obtain.

Mentorship/coaching should be intensive at the commencement of a programmes, but should not peter down to nothing by the end of a programmes; rather, the intensity of the mentorship/coaching should be renewed as each learner embarks on a new component of learning.

- The quality document should describe what supporting mentorship/coaching is envisaged in respect of that programmes.

9. Appropriate and effective learning programmes and materials

The quality management plan must demonstrate that the appropriate, effective learning programmes and materials including assessment guides are in existence.

Programmes are generic to the sector and become public domain once registered. However, it is the qualification that is public domain and not the learning programmes. Unless otherwise arranged, each training provider will be responsible for the development of its own learning programmes and materials.

The BANKSETA may review materials submitted in support of a programmes, not so much from the point of view of subject-matter expertise as from the point of view of methodology. The following features will be taken into account:

- all activities, be it in the workplace or in the formal classroom, focus on the work process, contributing to the ultimate purpose and imperatives of the work;
- both formal training and workplace experience enable the learner to experience the job(s) which is/ are the target of the programmes;
- learning by experience, and through performing the tasks, predominates, so that the learner develops the ability to do the work rather than a theoretical understanding of how the work ought to be done;
- the underlying principles are conveyed;
- learners regularly have a chance to see experts in action, performing the job as it should be done, and are afforded ample opportunities for modelling;
- the material and training guides should demonstrate that an expert will be available and will be sufficiently engaged in the learning process for learners to benefit by the continuous and intensive attention and interest of the expert;
- coaches and experts involved in programmes should enjoy enhanced status in the organisation; and
- the programmes curriculum, particularly in respect of the workplace component, should not only enable, but actively promote, an increase in responsibility and accountability of the learner within the work context. It is of importance that formal learning and workplace learning should be systematically integrated. Materials and trainers' notes must demonstrate this.

10. General education in programmes

Programmes must prepare individuals for further and lifelong learning. While programmes' starting point is the world of work - and, in particular, the occupations that define them - it is vital that they include general education components that take learners beyond the confines of the work for which they are being trained, and include components that are socially relevant and personally enhancing.

Programmes should equip learners to continue to learn independently.

The quality management plan must include a brief discussion of the general education to be provided in the programmes (as distinct from the related qualification), addressing specifically the following issues:

- underpinning knowledge;
- general education relevant to the area of learning undertaken;
- communication and numeracy competencies; and
- national issues
- how learners will be equipped to continue to learn independently and how the learner is to be allowed to reflect on his/her own learning and work.

11. The technical competence of the learner

The purpose of the programmes is not only to provide a sound basis of technical competence, but also to provide such supporting competencies as are necessary to develop the capacity of the learner. However, the technical competence to be provided by a programme is a key issue, and the application should explain how the programmes would develop the requisite technical competence of the learner. What is required here is not a discussion of how the target qualification will reflect technical competence, but a discussion of how the various prescriptions and requirements of the programmes, as distinct from the target qualification, will assist in developing the necessary technical competence. This will involve the specification and justification of a curriculum for formal training and education, and a specification and justification of the requirements of the workplace component of the programmes.

12. The formal learning component

Programmes should look beyond pure theory and should aim to:

- provide support and mediation between the world of experience and the body of knowledge;
- encourage learning that is both inductive as well as deductive;
- develop generic abilities, e.g. the critical cross-field outcomes; and
- provide counselling and support for conflicts between the learner and work

The quality implementation plan should demonstrate clearly how the above outcomes are to be achieved in the programmes in a practicable and cost-effective manner.

The workplace experience component of a programmes and the theoretical learning component should be integrally connected as well as contextualized within a work environment. In other words, it will not be sufficient for programmes simply to amount

to a convenient combination of skills/learning programmes with complementary workplace components.

The formal learning component should attempt to create the following conditions:

- a progression from simple to increasingly complex tasks;
- an initial provision of 'scaffolding' of support. This could include providing assistance or including examples of completed difficult components to help develop a sense of the final skill;
- increasing responsibility and independence;
- opportunities to see the broader, more generalised view;
- counteracting the increased specialisation of enterprises by including experiences of similar enterprises as well as a sense of the customer and the client; and
- an underpinning of generic abilities, e.g. goal-setting, planning, management, review and reflection, self-diagnosis, learning strategies, financial management.

It is very important that outcomes are clearly stated, including the standards which must be achieved and how this is to be done. There should always be a schedule outlining the proposed learning programme beforehand." The project team must show how it will satisfy the above requirements. The schedule should make provision for formal theoretical studies, the workplace component and include a description of how on-the-job learning will occur. Prior to the registration of learner agreements, the BANKSETA will review the proposed programmes curriculum, the detail of the proposed workplace component, and the supporting material and trainer guides to ensure that the programmes will in fact have the effect of advancing the learner to the qualification in a meaningful and optimal way.

13. Variety of employers and employment contexts

The programmes objective should be defined as more than the qualification in which the programmes will culminate. The fact of the matter is that any qualification should be attainable by some means other than a programme. The value added by the programmes then should obviously include the broad spectrum of structured work experience.

Structured work experience should be designed to accommodate considerable latitude, without relinquishing principles related to the appropriateness and sufficiency of the workplace experience. As learners with different levels of learning

are likely to require a variety of kinds of work experiences with various employers, partnerships and co-operation between various employers may have to be arranged and carefully coordinated. This emphasises the need for the structured work experience component to be organised **well in advance** as it is essential that the learning programme will provide opportunities to acquire **all** the specified learning outcomes. The quality management plan should demonstrate and prescribe how sufficient rotation among jobs will be provided.

14. Assessment of learners

The quality implementation plan must demonstrate that it provides for formative and summative assessment and must detail and prescribe how the assessment is to occur.

It must also describe the integrated assessment which is required. Integrated assessment in the case of programmes refers not only to assessing the learners' abilities to integrate different elements of competence, but also to assessing the learners' abilities to integrate work experience with other learning. This means that the assessment should take into account what has occurred in the other component and should require the learner to demonstrate that he/she can integrate what he/she has learnt in other components into what he/she has learnt in the curriculum for the specific component being assessed. The quality management plan must demonstrate that the proper arrangements have been made.

15. Assessors

The quality management plan must designate the assessors who will be involved in the programmes, and at what points of the programmes categories they will be involved. The quality management plan must also demonstrate that the required assessors are available in all the organisations intending to participate in the intended programmes. As a general principle, the provider will be responsible and accountable for the assessment of the theoretical component of the programmes. The practical component of the programmes will be assessed in the workplace.

16. Moderation

The quality implementation plan must stipulate who will moderate what components of the programmes. In the banking sector, all constituent organisations must stipulate that the workplace component in respect of any programmes will be moderated entirely and exclusively by the BANKSETA

QM or its designated agent.

The provider organisation's QM (i.e. the authority that accredited the training provider) or the QM of the vendor or institution sub-contracting to the provider organisation should be designated to moderate the formal learning component. Where more than one provider organisation is a party to the contract, the application must explain precisely what moderation contingencies will apply in respect of what components of the programmes programme, bearing in mind that the principle that the BANKSETA QM will moderate in respect of workplace components must stand. SAQM is entitled to appoint moderation bodies to moderate assessment across fields or across sectoral QM s. It is therefore possible that particular rulings or contingencies will govern the establishment of moderators in respect of a programmes, and exceptions to principles designated above have to be permitted.

17. Recognition of prior learning

The quality management plan must describe the provision made for the recognition of prior learning (RPL). RPL recognises that a learner may already be competent in certain of the unit standards making up the qualification, whether it be the structured learning or the workplace component. In principle, therefore, the learner can be assessed against those unit standards without the unnecessary repetition of training and the time frame of the programmes can be reduced proportionate to the recognised competences the learner already has.

18. Record-keeping in respect of programmes

Provider organisations must describe the record-keeping system which they have in place in respect of programmes.

19. Reporting

The quality management plan must include an undertaking for reporting to the BANKSETA as required by the Department of **Higher Education and Training** or SAQM, as stipulated in the project plan and according to criteria stipulated by the BANKSETA. The service level agreement between the provider and the employer should make it clear who will be responsible for this.

20. Quality audits

The BANKSETA is required by legislation in the performance of its QM functions, to monitor performance quality of the training provider. There is a close relationship between the dimensions in the audits which the BANKSETA QM or its designated

agent will conduct in respect of programmes and the requirements for a programmes to be registered and for a provider to be accredited to deliver programmes, because the audits will simply address the same dimensions, and confirm that the stipulated obligations are being properly discharged. There will also be a self-audit system, according to which provider organisations will annually report on programmes under a prescribed set of headings, and will be accountable for validating their reports internally.

21. Further criteria

The Department of **Higher Education and Training**, the National Skills Authority, SAQM or the BANKSETA QM may from time to time publish further criteria for provider organisations to deliver programmes. The quality management plan must contain a declaration to the effect that the provider organisation will comply timeously with such further criteria.