

# The Thogomelo Project


## CASE STUDY OF EMERGING GOOD PRACTICE

Lessons for providing accredited  
training in South Africa  
– building quality in practice –



social development  
Department:  
Social Development  
REPUBLIC OF SOUTH AFRICA





Developed in Partnership by the United States Agency for International Development, Department of Social Development, Programme for Appropriate Technology in Health (PATH), International HIV/AIDS Alliance, and Health and Development Africa, for the Thogomelo Psychosocial and Child Protection Skills Development Programme.

Task Order: GHH-1-01-07-00061-00-PATH

This Case Study is made possible by the support of the American people through the United States Agency for International Development (USAID) and the President's Emergency Plan for AIDS Relief (PEPFAR). The contents are the sole responsibility of the Thogomelo Project and do not necessarily reflect the views of USAID or the United States Government.

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Tel: 011 484 8217

© Graphics: International HIV/AIDS Alliance and  
Jacana Media, 2011

© Design: Jacana Media, 2011  
Published by Jacana Media  
PO Box 291784, Melville 2109  
Tel: +27 11 628 3200  
Job no: 001380

ISBN 978-1-4314-0088-1



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September 2010**



# Acknowledgements

This case study reports lessons learnt in the implementation of the Thogomelo Project in South Africa's nine provinces. The primary author was Tom Swart, technical assistant to the project.

## Special thanks are due to:

The training service providers (TSPs) sub-contracted to the project, without whose commitment, passion, dedication and professionalism the project would not be possible:

- AIDS Foundation South Africa, KwaZulu-Natal
- Child Welfare South Africa
- Elgin Learning Foundation, Western Cape
- Faith and Hope Integrated Aids Programme, Eastern Cape
- FAMSA, Limpopo
- Far North Community Care and Development, Limpopo
- Khanya Family Life Centre, Gauteng
- Maranatha, Mpumalanga
- Naledi Hospice, Free State
- Philippi Trust, Western Cape
- Ragoga Support Services, North West
- Thabiso NGO, Northern Cape

Thogomelo Project Director and Child Protection Team Leader, Naomi Hill, and Margaret Roper, who provided technical guidance and assisted in the finalisation of the publication.

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# Your guide to HWSETA terms and process

## The Thogomelo Project

Gugu, what is accredited training all about?

Mandla, this poster tells you everything you need to know about accreditation.

1

### What is SAQA?

The South African Qualifications Authority is the structure responsible for developing and implementing the National Qualifications Framework (NQF).

2

### What is the NQF?

The NQF registers all the qualifications and unit standards in South Africa. It also helps to make sure that there is the same standard across all qualifications.

3

### What is a SETA?

A Sector Education and Training Authority (SETA) is responsible for training within a specific sector, like the Health and Welfare sector. The SETA provides learnerships, skills development programmes and qualifications. It also provides the accredited certificates for learners.

4

### What is HWSETA?

A Health and Welfare Sector Educational Training Authority (HWSETA) operates in the health and social development sector and aims to create skilled people to meet the health and social development needs of all people in South Africa. Their mission is to create and implement appropriately skilled people who are empowered to provide quality health and social development services that meet international standards.

5

### What is a qualification?

A qualification is the formal recognition that you, the learner, has achieved a set of unit standards with a set number of credits.

6

### What is a skills development programme (SDP)?

An SDP is a job-based learning programme. If you complete an SDP, you will be awarded unit standards that contribute towards a qualification registered with the NQF. A learnership is a workplace-learning programme designed to lead you to a job-related qualification registered with the NQF.

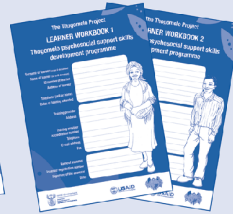
### What is a portfolio of evidence?

A portfolio of evidence (POE) is a collection of all the evidence that shows that you have worked toward the assessment criteria and unit standards for a Skills Development Programme or qualification. You will hand in the POE to the Training Service Provider for assessment, moderation and verification.

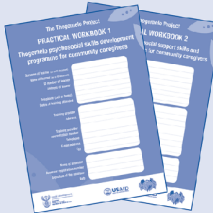
The Thogomelo POEs are made up of:



• Portfolio of evidence



• Learner workbooks 1 and 2



• Practical workbooks 1 and 2

- The two knowledge questionnaires (summative assessments);
- A certified copy of an identity document;
- An updated curriculum vitae; and
- Assessor and moderator forms.

### How can the Thogomelo SDP help you?

- If you complete the programme, you will get a certificate.
- You can get the unit standards and credits towards a qualification (look at your learner orientation pack for more information).
- You will develop knowledge and skills that you can put into practice in your daily work.
- You can share your experience of community caregiving with other people.

### What is verification?

This is the process where HWSETA checks that:

- the assessor and moderator have followed the standards;
- the training organisation has met the requirements of HWSETA; and
- the learners are competent.

### What is moderation?

This is a process where a moderator checks that the work done by the assessor and the assessment itself were fair for all the learners.

### What is an assessment?

This is a process of collecting evidence to show that you have achieved the expected assessment criteria and outcomes, as written in the unit standard. If you have met the outcomes and assessment criteria, you will be called 'competent'. If you have not, you will be 'not competent'. If this happens, you will have one chance to re-do the evidence so that you can be 'competent'. You collect the evidence in your **portfolio of evidence (POE)**.

### What is a credit?

A credit is the total amount of learning that is needed for a specific unit standard and qualification. It is measured in 'notional hours'. As a learner, you will need to be involved in learning for 10 hours to be able to get one credit!

### What is a unit standard?

A unit standard is a registered statement with the HWSETA. It has a set of **outcomes** and **assessment criteria**, as well as other requirements that you as the learner will have to meet. To get an accredited certificate, you must be competent in the outcomes and assessment criteria. The outcomes say what you will need to know or be able to do by the end of the learning programme. The assessment criteria are the knowledge and skills you need to have to put into practice in your work.

The Thogomelo Psychosocial Support and Child Protection Skills Development Programmes for Community Caregivers and their Supervisors. Strengthening South Africa's capacity to care for its community caregivers and protect vulnerable children.



# Abbreviations

AIDS	Acquired Immune Deficiency Syndrome	NGO	Non-Governmental Organisation
CBO	Community-Based Organisation	NQF	National Qualifications Framework
CCG	Community Caregiver	OVCs	Orphans and Vulnerable Children
CV	Curriculum Vitae	PATH	Programme for Appropriate Technology in Health
DSD	Department of Social Development	PEPFAR	President's Emergency Plan For AIDS Relief
ETDP	Education and Training Development Practice	POE	Portfolio of Evidence
ETQA	Education and Training Quality Assurance Department within the SETA	QMS	Quality Management System
FBO	Faith-Based Organisation	RPL	Recognition of Prior Learning
HCBC	Home/Community-Based Care	SAQA	South African Qualifications Authority
HDA	Health and Development Africa	SDP	Skills Development Programme
HIV	Human Immune Deficiency Virus	SETA	Sector Education and Training Authority
HWETQA	Health and Welfare Education and Training Quality Assurer	SGB	Standards Generating Body
HWSETA	Health and Welfare Sector Education and Training Authority	SoR	Statement of Results
IHAA	International HIV/AIDS Alliance	SWOT	Strengths, Weaknesses, Opportunities and Threats
LP	Learning Programme	TSP	Training Service Provider
		USAID	United States Agency for International Development



# Introduction

## What is the Thogomelo Project?

Community caregivers (CCGs) respond to families and children on a daily basis, the effects of which can influence their psychosocial wellbeing and hence the quality of care they provide. By building CCGs' abilities to identify and address their own psychosocial needs and protect their wellbeing, and to utilise the knowledge and skills required to respond effectively to children, the Thogomelo Project aims to build the capacity of community caregivers to care for themselves as well as to increase the quality of care they provide to children (especially vulnerable children) and families.

The Thogomelo Project is supported by the United States Agency for International Development's AIDSTAR program for a 5-year period (2008–2013). The consortium partners, Programme for Appropriate Technology in Health (PATH), Health and Development Africa (HDA) and the International HIV/AIDS Alliance (IHAA), work in collaboration with South Africa's Department of Social Development (DSD) to develop and implement curricula and materials in Psychosocial Support and Child Protection for CCGs and their supervisors that are aligned to the requirements of the Health and Welfare Sector Education Training Authority (Health and Welfare SETA) for accreditation.

The focus of the project is on capacity building of CCGs with the ultimate aim of improving the wellbeing and quality of care of children. The foundation for this is the development of accredited curricula, training materials and facilitation methodologies. However, capacity building is not only about training – it is about supporting individuals and organisations to manage change and to develop in creative and sustainable ways. It recognises that training in a vacuum, without providing ongoing support to individuals trained and in the absence of real and meaningful change, is often wasted and counter-productive. The strengthening of individuals working within systems, whether in government, organisations, institutions or communities, is therefore critical to meaningful capacity development.

Providing accredited training is a necessary element of the development of skilled and psychosocially healthy CCGs in South Africa. With an estimated 70 000<sup>1</sup> community health workers and home/community caregivers, there is a fundamental need to recognise the valuable contributions they are making to improve the health and social development of families. The Thogomelo Project aims to build the skills and practice of these people through providing accredited training, building their confidence in engaging in continuous learning programmes, developing learning communities and encouraging learners to work towards appropriate qualifications.

**To meet this goal, the Thogomelo Project has developed the following curricula:**

- The Psychosocial Support Skills Development Programme for Community Caregivers;
- The Child Protection Skills Development Programme for Supervisors of Community Caregivers; and
- The Psychosocial Support Skills Development Programme for Supervisors of Community Caregivers (currently under development).

## Why focus on good practice?

The project strives to develop and field test innovative approaches that will add value to both communities and practitioners in the field. The identification, documentation and dissemination of good practice are an integral part of the process. The Thogomelo Project sees the documentation of good practice as a means of sharing lessons learnt during implementation and ensuring the sustainability of project approaches after the life time of the project.

The first case study documented by the project focused on work undertaken in Year One (2009) to design and develop accredited curricula in psychosocial support and child protection for CCGs and their supervisors. The current case study reflects lessons learnt during Year Two in developing training service provider (TSP) capacity, including that of facilitators, assessors and moderators, to meet the quality management requirements of the Health and Welfare Sector Education and Training Authority (HWSETA). Together the case studies form part of a compendium of emerging good practice being developed by the project.

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<sup>1</sup> Department of Social Development, 2010

## What can I find in this case study of emerging good practice?

During the first two years of the Thogomelo Project, a number of individuals and organisations have approached the team to find out more about accreditation, or to seek support and guidance on what they need to do or should be doing. These are the questions that the Thogomelo Project is commonly asked and which this case study attempts to address:

- We have training programmes that we want to have accredited – how do we do this?
- At our strategic planning we have to decide if we are going for accredited or non-accredited training – how do we decide?
- Whenever I hear about the accreditation or SETA process, I can't imagine us ever doing it – what does it mean in practice?
- We feel we should become accredited and don't know what it will mean for our organisation – what are the key things we need to consider?
- As donors, we know that the South African Skills Development Act<sup>2</sup> supports accredited training, but we don't know what this means for our grantees or beneficiaries – can you help us?
- We are involved in getting our organisation or learning programme accredited, but it is so complicated to know what to do and when to do it and what it all means for our organisation and internal staff development – what advice can you offer us?



<sup>2</sup> South African Skills Development Amendment Act No 37 of 2008



## The purpose of this case study

The purpose of this case study is to describe what accredited training means in practice for organisations and TSPs. The case study draws on the experience and practice of the Thogomelo Project in embarking on the accreditation journey. The Health and Welfare SETA has a clear process and requirements for accreditation, which organisations need to meet to become accredited TSPs and to provide accredited learning programmes, skills development programmes, training or qualifications.

This case study describes these processes from the perspective and experience of organisations working in the fields of community caregiving and child protection, as well as those that are TSPs. It is written for anyone concerned with training or capacity development of communities through accredited learning programmes. This case study will be of particular interest to managers or directors of organisations and services considering accreditation, or those in the process of accreditation, or those who are considering sending staff on accredited training in order to be able to provide accredited training. TSPs with any other SETA, not only the Health and Welfare SETA, can also benefit from this case study.

The case study describes in detail:

- Firstly, how to become an accredited training provider; and
- Secondly, how to deliver accredited training in compliance with the Quality Management System of the Health and Welfare SETA.

The case study is written in an accessible style so that individuals and providers wanting to learn from this work can follow the steps or use specific sections of the case study as needed.

At the end of the case study, there are 15 core lessons, which emerged during the development of this case study. The purpose of these lessons is for readers to consider and contemplate each lesson and what it will mean for you, your learning programme, and your organisation.



## What is a Quality Management System?

Before embarking on reading this case study or going down the road towards accreditation, it is important to understand what is meant by a Quality Management System (QMS).

The following definitions are provided by the South African Qualifications Authority (SAQA) in relation to understanding “quality”:

- **Quality assurance** means the process of ensuring that the degree of excellence specified is achieved;
- **Quality audit** means the process of examining the indicators that show the degree of excellence achieved; and
- **Quality management system** means the combination of processes used to ensure that the degree of excellence specified is achieved.

Quality is thus an expected standard of excellence and needs to be viewed as a continuous process. Training structures and systems therefore need to “capture the dynamic relations between the separate functions of standards setting and quality assurance”. In other words, “the quality process is seen to begin with standards setting and registration of standards and qualifications on the National Qualifications Framework (NQF). This process is done by a Standards Generating Body (SGB). Once registered, Education and Training Quality Assurance bodies (ETQAs), which are separate from the SGBs, can then be accredited to monitor and audit the provision, assessment and achievement of specific standards and/or qualifications”<sup>3</sup>.

According to this approach, the QMS, when it comes to accredited training, consists of:

- All learners who are awarded with unit standards and qualifications, no matter who trained them or where they were trained in South Africa, and who “are able to demonstrate the related learning outcomes in accordance with (assessment) criteria and requirements specified in those standards and qualifications”;
- The learning programme, material and resources that TSPs offer and use which meet the assessment criteria and learning outcomes as detailed in the unit standard and are facilitated and assessed fairly and according to the expected standards;
- The TSP quality management system that guides and standardises the development, delivery and evaluation of the learning programmes against the specific registered unit standards and qualifications – this means that minimum standards related to what would measure “quality” are being met in the financial, governance, management and administration policies, as well as the actual training delivery and practices;

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3 SAQA, the National Qualifications Framework and Quality Assurance. May 2000.

- The Sector Education and Training Authority (in this case study the Health and Welfare SETA) which promotes quality across the training sector, accredits TSPs, monitors the provision of training against set standards, evaluates and facilitates the moderation and verification of assessment processes, and recommends new or modifications to standards and qualifications.

## So what does this mean for organisations?

This means that a total quality management approach is needed where all activities, policies and procedures in the organisation meet the minimum standards and contribute to the success of the product – in this case quality training. The process of how the training is delivered is as important as learners receiving an accredited certificate, which is as important as learners being able to put what they have learnt into practice in their daily work.

*Quality therefore becomes  
everyone's business on a daily  
basis and in every task!*

# 1. Evaluating whether your organisation should become accredited

A non-government organisation (NGO), community-based organisation (CBO) or faith-based organisation (FBO) that offers social services or unaccredited training at community level may consider becoming an accredited TSP for one or more of the following reasons:

- To extend the services it already offers to include accredited training (internal motivation);
- To respond to a request from the Department of Social Development (or any other stated department) to offer accredited training (external motivation);
- To respond to a request from a donor organisation to offer accredited training, especially where this is linked to possible funding (external motivation); and
- To respond to pressure from beneficiaries to offer accredited certificates (external motivation).

## Motivation 1

The first motivation above – considering accreditation in order to extend existing services to include accredited training – is the ideal motivation for accreditation. It implies that the organisation is internally motivated and has undertaken the following:

- An internal audit of its motivations and resources;
- A thorough SWOT (strengths, weaknesses, opportunities, threats) analysis of what a decision to become accredited will entail in terms of the organisational strengths and weaknesses and the environmental opportunities and threats; and
- An assessment of whether it will be in its own and its clients' best interests to offer accredited training in addition to its other services.

By following this rational approach, an organisation will be best informed about the requirements for, and consequences of, accreditation to embark on the application process.



### Motivations 2 to 4

The remaining three motivations for considering accreditation that are listed above, and any other external motivations, are less valid for accreditation. They suggest that an organisation runs the risk of making a hasty and ill-informed decision in response to external pressure rather than having independently assessed the value that accreditation would add to its core function, and whether the organisation has the resources and capacity to deliver accredited training.

In reality, organisations may be driven by external motivations to embark on accreditation. In this case, it is essential to assess the validity of external pressure to become accredited, and to remember that government departments, donors and beneficiaries often do not understand:

- the full implications of what they are asking of an organisation when they want it to become accredited;
- the necessity of an audit or SWOT analysis to assess the organisational capacity to undertake accreditation;
- the time an organisation requires to assess the implications of accreditation and avoid a hasty, ill-advised decision; and
- the resources (financial and human) required to achieve, and to sustain, accreditation.

#### LESSON 1

- In this case study, we caution all organisations to go into the accreditation process with a clear understanding of what accreditation entails.
- A clear motivation for why it will add value to your services is necessary.
- You need to have the full support of the organisation's management, given the time and costs accreditation entails.

#### The Thogomelo Project's evaluation of its motivation for accreditation

The Thogomelo Project aims to improve the quality of care of vulnerable children by improving the psychosocial wellbeing and child protection capacity of their caregivers. Dedicated training for CCGs in psychosocial support and child protection did not exist in South Africa in 2008 when United States Agency for International Development (USAID) issued a Request for Proposals to improve the quality of care to orphans and vulnerable children (OVCs) by improving the psychosocial wellbeing of their caregivers. DSD stipulated the need for accredited training programmes at Levels 1 and 2 of the NQF that would standardise training for CCGs nationally, build provincial TSP capacity to enable scale up of accredited training and document evidence of the impact of training



on CCG wellbeing and their child protection skills. In the case of the Thogomelo Project, the decision to apply for accreditation was therefore based on the requirements of its client, the Department of Social Development, and a commitment to the principle of career pathing, where community caregivers will accumulate credits towards an occupationally-based qualification.

The consortium partners (PATH, IHAA – both international NGOs – and HDA a South African public health and development consultancy) are not accredited TSPs themselves. The mandate of the consortium partners is to develop and implement accredited curricula. Therefore, accredited TSPs are sub-contracted across the country to deliver, monitor and assure the quality of delivery and evaluate the impact of the training against project objectives.

The Thogomelo Project invited accredited TSPs to tender to deliver the curriculum. However, there are few TSPs in the country with the necessary accreditation capacity and experience in the field to deliver psychosocial and child protection learning programmes, resulting in a very small number of suitably qualified applicants. Most of the successful applicants were dedicated TSPs who have elected to become accredited TSPs as their core business. Others are social service delivery organisations who have become accredited in response to national policy directives.

However, all needed considerable support in fulfilling the accreditation requirements of the Health and Welfare SETA. These challenges included:

- Meeting the requirements of policy directives
- Providing accredited facilitator, assessor and moderator training to assist the TSPs gain the necessary complement of accredited staff
- The time and cost involved in registering assessors, facilitators and moderators against the unit standards contained in the Thogomelo Curricula
- Registering to deliver the Skills Development Programme (SDP)

## 1. Evaluating whether your organisation should become accredited

## 2. Commitments if your organisation becomes accredited

The management of an organisation must understand fully what it entails to *become and remain* accredited. Accreditation entails ongoing financial and human resource costs. It also involves commitment to a detailed bureaucratic process that is time consuming. In addition, applicant organisations and accredited service providers are subject to frequent policy changes which demand flexibility and adaptability from organisations and their staff.

### Financial and human resource commitments

#### Application costs

Staff time and skills must be allocated to completing Stage 1 and Stage 2 of the application process (which is discussed more in Section 3 of this case study):

- Completion of the application forms for organisational accreditation
- Collation of the documentation required by the Health and Welfare Education and Training Quality Assurer (HWETQA) for organisational registration
- Conversion of all training materials into the format required by the Health and Welfare SETA
- Development of all assessment and moderation tools, processes, guidelines and policies (discussed in Section 4 of this case study)

#### Facilitator, assessor and moderator training costs

Personnel must successfully complete accredited training courses to become registered with the Health and Welfare SETA as facilitators, assessors and moderators. The organisation is responsible for the time and costs of this training. This is discussed further in Section 3 of this case study.

## Consultancy fees

Should the organisation not have the internal capacity to undertake the application for registration and conversion of materials itself (or should it be too small to afford the time required for its personnel to do these additional tasks), it will have to buy in external resources to do so.

However, paying external consultants to assist with preparing documentation is costly in terms of:

- money as these services are not cheap; and
- controlling of the process – typically, consultants produce a set of documents for the Health and Welfare SETA to accredit. Organisations that have outsourced this complex process run the risk of failing to understand the process and documentation produced. As a result they are liable to be unable to respond to Health and Welfare SETA queries or produce physical proof of the organisation's application documentation.

If an organisation has not developed their own accredited training materials itself, paying royalties for the use of other organisations' training materials is expensive, and these costs continue for as long as training is delivered.

## Attendance of Health and Welfare SETA workshops and meetings

Budget must be reserved for staff time and travel costs to attend workshops run by the Health and Welfare SETA. These workshops are vital for updating the organisation on developments and policy changes within the Health and Welfare SETA and QMS.

## Administrative expenses

There are ongoing administrative expenses involved in complying with the Health and Welfare SETA's quality management system which was introduced at the beginning of this case study. The expenses include the following:

- Uploading of information onto the Health and Welfare SETA data base
  - learner information must be uploaded by an administrative assistant onto the Health and Welfare SETA database (which requires having computers with internet connection); and
  - learner results must be uploaded on the same database.



- Requirements for administering learner portfolios of evidence (POEs)
  - stationery, printing and files to bind the individual POEs;
  - transporting the POEs from assessors to internal moderators and back;
  - secure storage of the POEs for external moderation and verification by the Health and Welfare SETA; and
  - returning the POEs to learners after the external verification process.
- Managing the external verification process by the Health and Welfare SETA
  - dedicating a staff member to preparing the extensive documentation required for verification (additional to the accreditation documentation); and
  - availing the assessor and moderator for a full day for the Health and Welfare SETA verification visit – twice a year.
- Managing the re-accreditation visit from the Health and Welfare SETA (after three and then every five years)
  - dedicating a staff member to updating the organisation's accreditation documentation; and
  - making a staff member available for a full day for the Health and Welfare SETA Education and Training Quality Assurer (HWETQA) re-accreditation visit.

### Bureaucratic commitments

The management and staff of an organisation wishing to become accredited are required to endorse every step of the Health and Welfare SETA Quality Management System (QMS).

*The organisation must be 100% supportive of, and dedicated to, the HWETQA quality management system.*

The Health and Welfare SETA is a bureaucratic institution that requires both applicants for accreditation and registered TSPs to adhere strictly to official policies and procedures. Organisations not prepared to follow these step-by-step official processes are likely to experience great frustration.



The organisation must replicate this bureaucratic approach internally to ensure it complies with the quality management requirements of the Health and Welfare SETA. To satisfy the ETQA requirements all documentation must be:

- completed to the satisfaction of the ETQA or risk a delay in the whole accreditation process;
- correctly completed; and
- submitted on time in compliance with the dates provided in the Health and Welfare SETA annual schedule.

## Commitment to flexibility and investment of time

It is important for applicant organisations and registered service providers to expect frequent changes in the ETQA system. For example, forms are constantly updated and requirements for documentation change regularly. The accreditation documentation that leads to an organisation's registration with the Health and Welfare SETA will be outdated by the time the organisation applies for compulsory re-accreditation after five years.

Changes within the ETQA may cause delays in the accreditation process. This requires keeping abreast of developments or changes in policy that can be done by dedicating one staff member to regularly consulting the SAQA and Health and Welfare SETA websites.

[www.saqa.org.za](http://www.saqa.org.za)

[www.hwseta.org.za](http://www.hwseta.org.za)



### LESSON 2

- Understand that offering accredited training involves far more than issuing accredited certificates – it also means following bureaucratic procedures and implementing the ETQA requirements.
- This has implications across your organisation, particularly in terms of the human and financial resources, bureaucratic compliance and time and flexibility required.

#### Lessons learnt by the Thogomelo Project:

The Thogomelo Project has noted that:

- Typically, organisations whose management is not fully committed to fulfilling the requirement of the QMS will find it more difficult to meet the requirements for accreditation as an organisation, and may experience high levels of frustration in trying to align organisational processes to the quality assurance procedures.
- A negative attitude to accreditation and its associated costs among management members generally results in a negative attitude among the organisation's members – not a good prognosis for complying with the detailed and accurate application that successful accreditation demands!
- Because of the technical nature and complexity of the application process, it is essential to form a strong partnership with the relevant individuals within the Health and Welfare SETA from whom you can seek advice and receive feedback on queries. An aspirant TSP will best be able to harness the support and partnership of the Health and Welfare SETA by demonstrating 100% commitment itself.
- The implications of not becoming an accredited TSP must be weighed by the organisation. Some donors will now only fund accredited training and state departments favour accredited training in line with the NQF. Non-accreditation may affect the funding streams that unaccredited organisations may potentially access.

### 3. Implementing the quality management system in your organisation

As discussed at the beginning of this case study, the accreditation journey requires a total quality management approach where all activities, policies and procedures meet the minimum quality assurance standards and measurably contribute to the success of the training. In this section of the case study, we explore how the QMS requirements of the Health and Welfare SETA are put into practice in an organisation.

The accreditation of your organisation and learning programmes by the Health and Welfare SETA will take place during the two cycles operated by the Health and Welfare SETA each year. The dates and deadlines of each accreditation cycle appear on the Health and Welfare SETA website.

In each of these cycles, the activities happen in strict order. This means that it is necessary for an organisation to be up to date with the submission deadlines and it means planning activities well in advance to meet these deadlines. Only once an organisation has completed the HWSETA Accreditation Cycle One, and the Health and Welfare SETA has confirmed the decisions, can the organisation proceed to the HWSETA Accreditation Cycle Two.

However, to meet these **two HWSETA Accreditation Cycles**, an organisation will have to **follow a number of steps**. This section provides a step-by-step guide for organisations to follow to meet the requirements of the two HWSETA accreditation cycles.





#### LESSON 3

- Ensure that you undertake your planning for registration and evaluation of learning programmes to fit in with the Health and Welfare SETA accreditation cycle.
- Should you enter the process during a cycle, you will need to wait for the start of the next cycle before you submit your application.

#### The Thogomelo Project experience

Delays caused by changes in policy direction by the Health and Welfare SETA in terms of the registration of SDPs, as well as the new requirements that came into effect at the beginning of February 2010, meant that there were delays in the receiving the letter of acceptance for the evaluation of the Thogomelo curriculum in Psychosocial Support for CCGs. This meant that although the learning programme was evaluated within three months (with only minor additions to the stated outcomes of the learning programme), the letter of acceptance took a further four months. As a result, assessors and moderators could not be registered against the unit standards which delayed the verification process.

The second Thogomelo SDP focussing on Child Protection for Supervisors of CCGs took far longer than planned to develop and to review with a group of learners in one province. As a result, despite the best plans, the programme missed the next evaluation process. This meant a delay in the registration of the assessors and moderators, as well as the delivery of the programme in all the provinces.

What is encouraging, despite the learners not being verified by the Health and Welfare SETA within the expected time frame, is that both the SDPs were very well received by the learners. The Thogomelo Project has built in a strong monitoring, evaluation and reporting system that is providing evidence of the change in knowledge, attitudes and skills in the learners as a result of the learning programme.

The results of the evaluations will be published in a separate case study during the life span of the project.



## Requirements of the Health and Welfare SETA

As from May 2011, the Health and Welfare SETA requires that TSPs become accredited to provide training towards a *full qualification*. Exceptions to this are the following areas as these are cross cutting across numerous occupations, work place requirements and qualifications:

- First Aid;
- Occupational Health and Safety; and
- HIV and AIDS.

This means that TSPs must be prepared to design courses for a whole qualification of a minimum of 120 credits. This training can be packaged in different formats. However, each training programme needs to be made up of unit standards. Learning programmes can also be bought or offered as part of contracts by the TSP to provide a full qualification. Here are examples of how a qualification could be packaged based on unit standards:

- Individual unit standard-based training;
- Skills development programmes (learning programmes based on a number of unit standards that meet a skill required in the workplace);
- Short learning programmes (a programme based on selected unit standards that usually have some relationship, for example HIV awareness or financial management); and
- Learnerships (workplace learning programmes).

It is important to note that the combination of programmes must lead to the full qualification. However, a TSP can consider adding other unit standards, or skills not registered as a unit standard to extend the competence of learners – and to meet the needs of learners in the workplace.

### LESSON 4

- Ensure that you undertake your planning for registration and evaluation of learning programmes to fit in with the Health and Welfare SETA accreditation cycle.
- Should you enter the process during a cycle, you will need to wait for the start of the next cycle before you submit your application.

The Thogomelo Project designed the **Thogomelo Psychosocial Skills Programme for Community Caregivers** and the **Thogomelo Child Protection Skills Development Programme for Supervisors of Community Caregivers** (the design process is documented in the Year One Case Study). The Thogomelo Project submitted the material for these clusters of unit standards as Skills Development Programmes to the Health and Welfare SETA in order for the material to be evaluated and registered.

Both these learning programmes are based on a set or cluster of unit standards, which are relevant to the required knowledge and skills community caregivers need in their work place. The Thogomelo Project undertook a Rapid Appraisal<sup>4</sup> at the beginning of the project to determine the needs of CCGs in psychosocial wellbeing and responding to child protection. This informed the development of the curriculum outline and content. The SDPs have additional knowledge and skill outcomes in psychosocial wellbeing and supervision of CCGs to strengthen the responses to child protection, which are necessary to enhance the competence of learners (in other words CCGs) in the work place.<sup>5</sup>

In both instances, these unit standards contribute primarily to the National Certificate in Victim Empowerment (ID 49688). Of interest is that there is no specific qualification for community caregiving or home/community-based care (HCBC). Individuals wanting to work in this field must qualify in fields such as community development, victim empowerment or social auxiliary work. Similarly, there are no qualifications in the fields of psychosocial wellbeing (for the support of CCGs or children), or for individuals working in child protection related services, including CCGs. This is the gap in the range of qualifications and unit standards accredited by all of the SETAs.

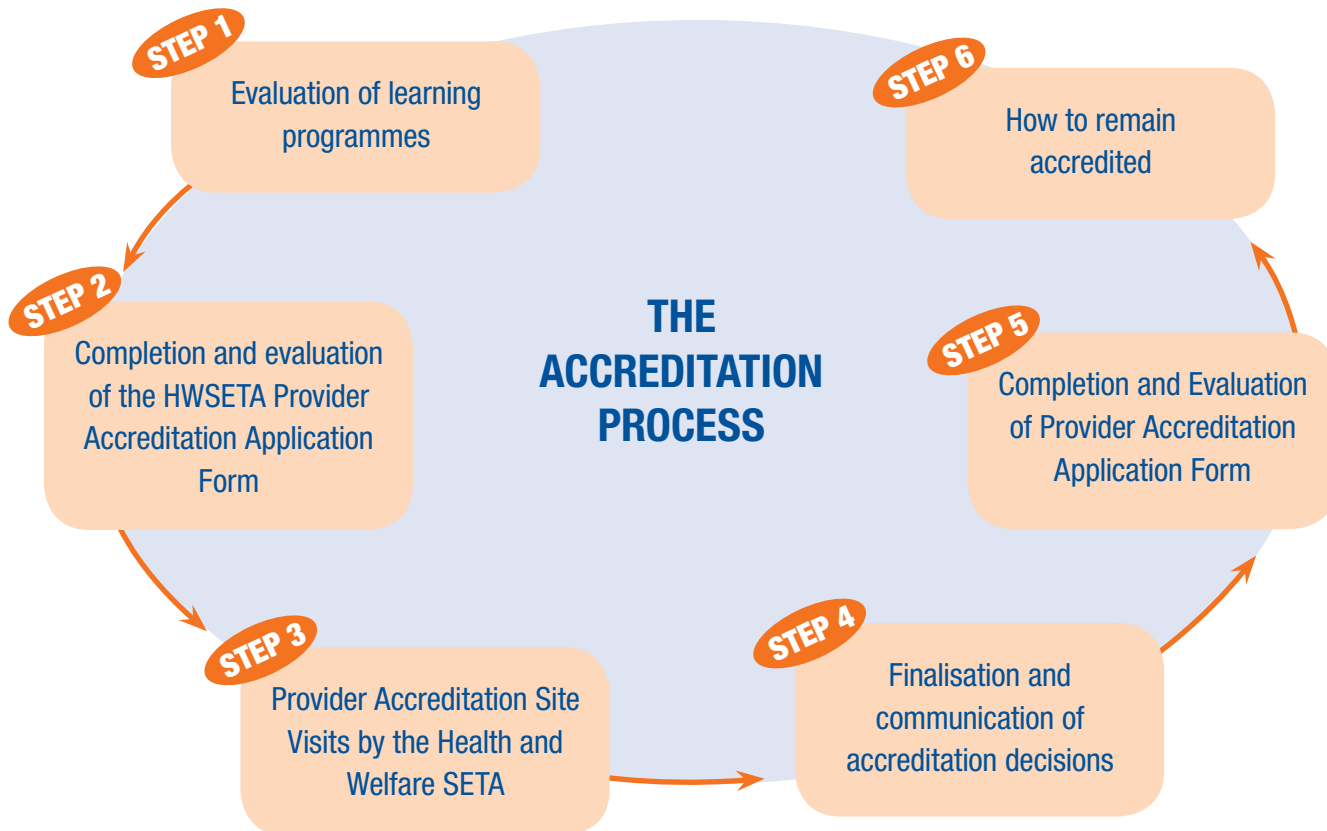
The Children's Act (No 38 of 2005) that came into effect on 1 April 2010 places a requirement on everyone engaged in responding to, or working with, children to have an appropriate qualification. At present, this would mean primarily a qualification in social auxiliary work, child and youth care work, community development or victim empowerment. However, for CCGs who do not meet the criteria to enter these qualifications (as all but the victim empowerment are Level 3 or above on the NQF), it is extremely difficult for them to develop accredited skills or develop along a career path.

Hence the Thogomelo Project aims to support CCGs by actively engaging them in the learning process. For many of our learners this is the first time they have engaged in any training since school. For many it is the first time that they have spoken in a peer group, shared their experiences, participated in educational debates, presented group findings to peers, participated in role plays or even completed learner workbooks which are assessed. Furthermore, the project hopes that learners will independently continue with other SDPs and accredited learning programmes based on unit standards that will over time provide them with a full qualification.

4 Refer to the Thogomelo Project publication on the findings of the Rapid Assessment, 2009.

5 See the *Thogomelo Case Study of Good Practice: The design of an accredited curriculum in psychosocial support for community caregivers*. This need for additional competence was identified by CCGs themselves in the research phase that informed this programme.

In the rest of this section, the accreditation process is followed step by step.



## STEP 1: Evaluation of learning programmes

The Health and Welfare SETA reviews the TSP's learning programme before considering taking any further steps in the accreditation cycles. In order to submit the learning programme material, download a copy of the required **Health and Welfare SETA Learning Programme & Short Course Evaluation File and Tool** from the Health and Welfare SETA website. Before submitting training materials, providers are required to also attend the **Provider Orientation Workshop on Learning Programme Evaluation**. Once a TSP has attended the workshop and completed the Evaluation File and Tool, this needs to be submitted to the HWSETA.

In broad terms, the programme evaluation poses the following questions:

- Are the content, methods and learning materials outcomes-based?
  - Are the course outcomes clearly stated at the beginning of each module/section/unit?
  - Do they reflect *all* the specific outcomes?
  - Do the learner activities lead to the achievement of *all* the specific outcomes?
- Is the language, tone and format of the materials appropriate to the learners being trained?



- Are the layout and visuals appealing and appropriate?
- Do the assessment activities address all the specific outcomes?
- Are the assessment activities valid, fair and reliable?
- Are the activities properly administered?
- Do the facilitators/assessors/moderators have the necessary expertise to deliver the programme?
- Is sufficient learner support built into the delivery of the training?

#### LESSON 5

- Study carefully the learning programmes that have already been approved by the Health and Welfare SETA.
- Learn from these what is required.
- Study carefully the Health and Welfare SETA Tool for Programme Evaluation before you begin to write or adapt materials.

The content and format of training programmes has shifted away from the old textbook type of material that provides only content. The learning programmes now offered must be activity-based, interactive, provide appropriate learning methodologies for the targeted learners, and lead logically to the assessment. In terms of accredited training, this is so that learners are fully prepared for an assessment based on what they have done, both in class and in the field.

The Thogomelo Project facilitation and learning is based on participatory adult learning methodologies – these are utilised throughout the training. The learning is therefore achieved through activities such as role plays, discussions, debates, group work, interviews, community mapping, brainstorming, self reflection, practical tasks for in the workplace and many more. The purpose is to provide a variety of learning experiences to meet the different ways that adults learn, to continuously build on the knowledge gained, and to connect what they are learning to their lives and workplace. Learning does not happen in a vacuum – the process links new ideas, concepts or skills to learners' existing experience and existing knowledge. Learners are therefore not viewed as "blank slates" when they enter the programme – rather the learning attempts to build on the knowledge, experience, skills and competencies that they bring with them into the classroom.

Learners have fun during the training, and at the same time develop their:

- foundational competence – this refers to the understanding of the knowledge or concept, and why one needs to know the knowledge in terms of one's work or life;



- practical competence – in other words learners need to demonstrate their ability to perform a task; and
- reflexive competence – this is the ability to link the actual implementation of a task with an understanding of the level of performance. In this way learners are enabled to achieve a task or result at the required level of performance or standard.

One of the challenges experienced by the Thogomelo Project was finding a balance between the participatory adult learning method and the time required for learners to complete the formative assessments in the class! For example, at times the learning programme would require learners to sit for an hour or more a day and work independently through the learner workbooks while facilitators provide learner support. The result of this would be that while learners completed their learner workbooks and achieved the formative assessment results, these requirements competed for attention with other equally important aspects of learning. However, as a capacity building programme, the process of learning and the outcomes that are not based on unit standards are as important as learners being deemed competent in the accredited SDP. Therefore, although some time is provided during the class-based activities for learners to complete the learner workbook for assessment, time is also given for learners to develop a caring environment, practice their own psychosocial wellbeing, share their experience and meet the overall objectives of the project.

A further challenge is that the practical assessment requires the support of managers in the workplace – and requires learners to dedicate time to this process. The project thus seeks to gain the commitment of managers to the entire learning process prior to learners attending the programme. An outline of training is provided to do so, and TSPs are encouraged to communicate carefully the purpose, benefits and challenges of the programme to the managers and boards of all participating organisations. To further engage managers, they are invited to the orientation day attended by learners which outlines the accreditation process, are provided with a workplace guide to practical assessment (discussed more in the next section) and are invited to participate in training as appropriate. Engaging managers requires good planning, timeous contact with organisations, many phone calls, often a site visit, and viewing CBOs, NGOs and FBOs as partners in the learning process.

The next step involves getting the organisation accredited ... which means starting the first HWSETA accreditation cycle!

## STEP 2: Completion and evaluation of the HWSETA Provider Accreditation Application Form

This is the first lesson in adhering closely to the Health and Welfare SETA requirements. It is important that the application is accurately completed and all the required information is provided in the application for it to be considered by the Health and Welfare SETA. The Health and Welfare SETA states that it shall not accept any “*Provider Accreditation Application Form – Step One*” which is incomplete, and which is not accompanied by the relevant annexure(s) attached.

The Health and Welfare SETA indicates that feedback from the evaluation of this form “shall be made available *within ten working days* from the date of receipt of the application”.

### LESSON 6

- The person in your organisation who fills in the form (and any other Health and Welfare SETA form) must have an eye for detail and make sure that every requirement is met.
- You do not want your application to be rejected on the basis of incomplete information.

## STEP 3: Provider Accreditation Site Visits by the Health and Welfare SETA

The organisation will receive an *accreditation site visit* if it has successfully completed the “*HWSETA Provider Accreditation Application Form – Step One*”. Essentially, this is to ensure that what is documented in the Provider Accreditation Form actually happens in practice. It is recommended that organisations designate a person – preferably the person who completed the form – to be present for this process. This will take a full day. The person must be prepared to run backwards and forwards to retrieve the document and other information!

The Health and Welfare SETA verifier wants to see *real* minutes of meetings, real data being collected and all other relevant documentation. Remember, the verifier is also forming an impression of the organisation's *efficiency* during this visit.

All TSPs receive support in this process through provincial capacity building workshops for those who have completed the “*HWSETA Provider Accreditation Form – Step One*”. Quality promotion workshops are also available for TSPs to participate in to find out more about the QMS.

## LESSON 7

Your organisation must make a commitment to attend *all* Health and Welfare SETA workshops. Something of importance is *always* imparted in these. You put your organisation at great risk by not attending. Before the accreditation site visit, ask yourself the following questions:

- Is all our documentation properly filed?
- Is it easily accessible?
- Is it meaningful?

## STEP 4: Finalisation and communication of accreditation decisions

The Health and Welfare SETA will communicate the accreditation decisions from the application process (“*HWSETA Provider Accreditation Application Form – Step One*”) to the organisation and the necessary action that the organisation needs to take to finalise the accreditation process.

*It is important to attend all the HWSETA workshops and to file all the accreditation documents.*



## STEP 5: Completion and Evaluation of Provider Accreditation Application Form

After successfully completing the first HWSETA cycle for accreditation, the organisation will then need to engage with the Health and Welfare SETA for the second cycle. This involves the completion and submission of the “*HWSETA Provider Accreditation Application Form – Step Two*” which leads to awarding of full accreditation status. This application focuses more on your Quality Management System and the Learning Programmes. Once again the submission is evaluated and a site visit is conducted. The Health and Welfare SETA will communicate their decisions and provide guidance on what action still has to be completed to achieve full accreditation. Provincial capacity building workshops are held to support organisations in this step.

## STEP 6: How to remain accredited

As an accredited TSP, the organisation and staff need to commit to a full, ongoing **quality management system**. This means that, in order to remain accredited, the organisations must meet the following requirements (which are discussed in further detail in the next sections of this case study):

- Conduct training according to the Health and Welfare SETA organisational policies and procedures;
- Conduct training according to the Health and Welfare SETA programme assessment and moderation policies, procedures and guidelines;
- Review and meet the QMS requirements, which are evaluated during the Health and Welfare SETA verification process to award learners the credits;
- Have assessors and moderators that are registered to the relevant unit standards and qualifications; and
- Re-apply for accreditation when the initial time frame is complete (the time frame will be stated on the documents issued by the HWSETA).

Full accreditation for the specific qualification applied for is awarded for a set number of years and this appears on the official Health and Welfare SETA letters and documents. After this time, the organisation will need to re-apply for re-accreditation.

Remember, when re-accreditation takes place, the Health and Welfare SETA ETQA verifier wants to see growth. It is not enough to present the verifier with the same documentation that was provided in the previous accreditation process.

## LESSON 8

Accreditation is an ongoing process, and not a once-off activity. It is a natural progression of your organisation's QMS.

- Do not file all the accreditation material away and forget about it until the next re-accreditation cycle!
- Designate a staff member to monitor changes in the Health and Welfare SETA policies and requirements, and to check that the documentation remains updated and relevant.
- Build an annual review (if only for 4 hours) into your quality management system to enable you to improve on QMS.

## LESSON 9

As already indicated, the Health and Welfare SETA is a public organisation, which has to follow set procedures and rules. You cannot demand that it deviates from these as it is required to treat all its partners equitably.

- Allow for things to take time and plan accordingly.
- Keep channels of communication open by making regular contact to track progress.
- Keep a log of communication and progress made.
- Try to arrange personal meetings with the appropriate personnel in the Health and Welfare SETA.

*It is only after everything is in place and meets the requirements of the Health and Welfare SETA that full accreditation is awarded!*

# 4. Facilitation, assessment and moderation in practice

## What are the requirements for accredited facilitators, assessors and moderators?

### Application costs

The latest developments in Health and Welfare SETA requirements for registration of facilitators, assessors and moderators were made public at the Health and Welfare SETA Audit Feedback Workshop held in Johannesburg on 4 February 2010.

Of relevance were the following decisions:

- All facilitators will be required to be competent in the Unit Standard: *117871 Facilitate learning using a variety of given methodologies*.
- TSPs must work towards **in-house** provision of assessment and moderation as outsourcing can compromise the quality of the assessments and moderation process.
- Facilitators are required to assess their own groups of learners to build quality facilitation and integrate and embed the assessment into the actual training events.

This means that a training organisation will need to meet the following requirements:

- All facilitators to be accredited with the Facilitator Unit Standard.
- Facilitators to assess the groups they train, in other words facilitators must also be qualified assessors.
- TSPs to appoint their own assessors and moderators within the organisation.

TSPs should ensure that their facilitators, assessors and moderators are appropriately qualified as quickly as possible. Therefore:

- Assessors must be competent in the Unit Standard: *115753 Conduct outcomes-based assessment*.
- Moderators must be competent in the Unit Standard: *115759 Conduct moderation of outcomes-based assessments*.



This can be a time consuming process which requires financial planning:

- Many staff will need to obtain three qualifications (i.e. in facilitation, assessment and moderation). All of these require time for staff to attend training and compile sizeable POEs and the budget to support this development of staff.
- Staff will need to have completed the assessor course before embarking on the moderator course.

However, it is not sufficient that staff only have the necessary unit standard to be able to facilitate, assess and/or moderate. It is also necessary that they have the experience to be able to assess and moderate the particular unit standard that they are training on. Proof of their qualification or experience in the particular field related to the unit standard will be required for them to successfully assess or moderate that unit standard.

This means that assessors and moderators must not only be registered as competent in the facilitation, assessment and moderation unit standard with the Education and Training Development Practice (ETDP) SETA, they must also be registered as an assessor or moderator with the Health and Welfare SETA and against the specific unit standards they will assess or moderate! This is discussed further later in this section.

This aspect of embedding the QMS into the national roll out of training in the provinces has been particularly challenging in the Thogomelo Project for the following reasons:

- This became a new requirement by the Health and Welfare SETA mid-way through the accreditation process for the learning programme.
- Thogomelo is committed to developing training capacity in the provinces and therefore works with a number of TSPs who are all at different stages of their development as quality TSPs.
- There were few trained assessors and moderators who had the experience and qualifications (in relation to the unit standards for the SDPs) in psychosocial wellbeing and child protection.

As a result the project made a strategic decision in its second year to build the capacity of organisations and individuals in facilitation, assessment and moderation based on the unit standards highlighted above.

### LESSON 10

- Preferably each person involved in providing accredited training should have all three unit standards.
- It is important to train the required staff as quickly as possible.
- TSPs must adequately budget time and money to make sure that their facilitators, assessors and moderators are qualified.

### LESSON 11

- Assessors and moderators must register for the specific unit standards they will be assessing or moderating.
- This will mean developing their Curriculum Vitae (CVs) and providing evidence to demonstrate that they are knowledgeable and experienced in the relevant field.
- Ideally, this process should happen while you are developing your training material.

## How many facilitators, assessors and moderators are needed for a Skills Development Programme (SDP)?

### Application costs

Remember, however, that assessment and moderation cannot be undertaken by the same person. These functions must be undertaken by separate individuals. Similarly, the moderator cannot be the facilitator of that learning programme. This has implications for the staffing of a TSP.

When considering the facilitator, assessor and moderator capacity an organisation requires to run the learning programme (in other words how many employees should undergo training and register with the Health and Welfare SETA), the following need to be taken into account:

- The length of the training course from orientation through to verification; and
- The number of candidates or learners that will be participating in the programme.

Only then can planning take place to determine the number of facilitators, assessors and moderators required per learning programme and the total number of learning programmes that can be offered over a year.

As a good practice, it is recommended that all assessors should be trained as moderators:

- This means that the TSP has flexibility in deploying staff – assessors can moderate and be moderated.
- The TSP is not reliant on a single moderator. Should that person leave the organisation, the assessment process will not collapse.

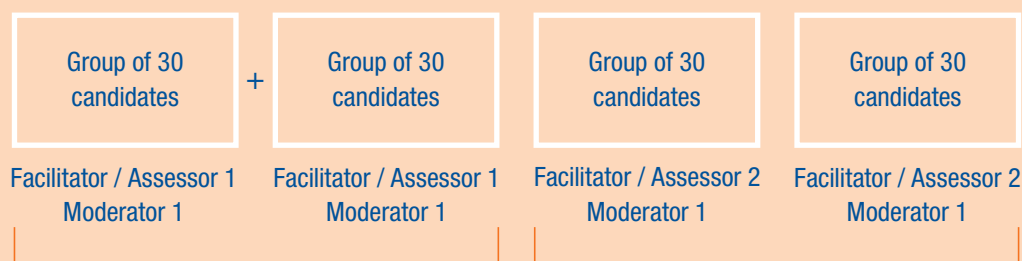
Below is an example, based on the Thogomelo Project, of how to plan the capacity requirements for registered facilitators, assessors and moderators.

**The projections for the capacity requirements are based on:**

- a four-month training programme, from orientation to verification;
- a group of 30 learners being trained per learning programme;
- one qualified facilitator who is also the assessor for each group;
- one qualified moderator in the organisation that can moderate the group; and
- existing training commitments that TSPs must meet (accredited and non-accredited)

In the Thogomelo SDP one facilitator / assessor can cope with training and assessing two groups of 30 learners a year (thereby reaching 60 learners a year). If more than 60 learners need to be reached, a second facilitator / assessor must be appointed. However, only one moderator is needed to reach the 60 learners in the same year.

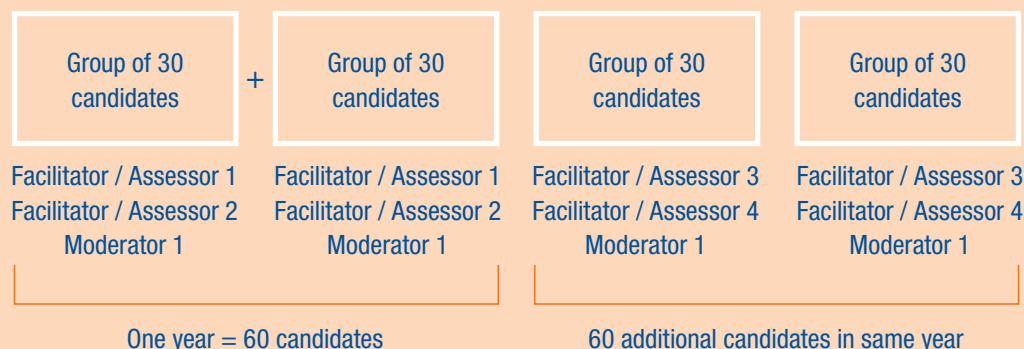
**This is illustrated in the diagram below:**



However, the recommendation for the Thogomelo SDP (as it uses a participatory adult-orientated learning methodology), is to have two qualified facilitators / assessors present in the training room at a time, per group of 30 learners. This is to ensure the necessary depth of content and containment of learners given the sensitive nature of the curricula. This means that the project requires two trained facilitators / assessors and one qualified moderator.



This is illustrated in the diagram below:



## LESSON 12

- Train more than the minimum number of personnel.
- Ensure that there are contingency plans in place should one or other staff member leave.
- Make sure that your Human Resource policies are clear about investing in the development and retention of your staff so that you get a return on your investment. In other words, you don't want to train someone as an assessor and they leave immediately afterwards!

Now you are ready to register your staff as facilitators, assessors and moderators...

## How do facilitators, assessors and moderators become registered?

As an accredited service provider, qualified assessors and moderators need to be registered with the Health and Welfare SETA.

Each assessor and moderator must be registered for *specific* unit standards and qualifications. Each time they wish to assess or moderate additional unit standards or qualifications, they must extend their registration to these unit standards or qualifications. The same form is used to register both assessors and moderators. The registration form is on the Health and Welfare SETA website.

Essentially the form requires the applicant's *qualification* as an assessor and/or moderator. This means that he/she must provide his/her Statement of Results (SoR) from the ETDP SETA, together with the endorsement number. To register as a moderator, the applicants will need to provide both the assessor and moderator SoR and endorsement numbers.

In addition, the applicant's expertise in the unit standard or qualification for which he/she is registering is required. First prize is that the applicant has *qualified* in that unit standard or qualification – and has a Statement of Results (SoR) from the Health and Welfare SETA.

In the absence of such a qualification, the applicant must convince the Health and Welfare SETA that he/she has sufficient experience and expertise in the unit standard or *qualification*. This means carefully reviewing the applicant's CV and expanding on all the areas and periods that pertain to the unit standard or qualification. It is important to document the length of experience gained in relation to a unit standard or qualification.

### LESSON 13

- The assessor and moderator registration applications forms must be filled in meticulously and fully.
- All supporting documentation, such as CVs and certified copies of certificates, must be attached. Failing to do this will cause delays – and you will still need to do it correctly when the documentation is returned to you.
- Make copies of all the documents you submit and keep them on record.
- Submit specific CVs for assessors and moderators that reflect their experience to deliver a particular unit standard, as a generic CV will not fulfil the requirements.

# 5. Assessment and moderation within the Quality Management System context

Once the organisation is accredited, it is necessary to demonstrate to the Health and Welfare SETA that the training, assessment and moderation of learner POEs is happening in line with your Quality Management System.

## Implementing assessment within the QMS

The documents pertaining to **assessment** are listed below. The actual content and requirements for each of them is then described in more detail, after which the experience and lessons from the Thogomelo Project is highlighted.

- Assessment Policy
- Re-assessment Policy
- Appeals Policy
- Certification Policy
- Irregularities Policy
- Assessor Guide
- Assessment Plan
- Workplace Guide

### Assessment Policy

The Assessment Policy for the organisation must:

- describe how the organisation will assess learners;
- give the percentage (%) pass rate of the organisation or the knowledge competence of the learner; and
- describe how the organisation undertakes Recognition of Prior Learning (RPL) of learners and details the procedures.



An organisation needs to decide what approach to assessment to use and clearly state this in the assessment policy and guides.

There are two types of assessment:

- **Norm referencing** awards marks in order to rank learners. This is the tried and tested method used within the school system. The rankings are usually used to award scarce resources, for example at school-leaving level (the top candidates are allocated university places, top jobs and scholarships).
- **Criterion referencing** requires that clear criteria are set for performance. Learners are then trained and supported to achieve these criteria, which are clearly indicated in the unit standards against which we train.

Our experience in the Thogomelo Project indicates that criterion referencing is the appropriate approach to assessment in the Health and Welfare SETA sector. There is no need to rank our learners. A debate about whether an answer is worth 4 or 5 marks does not further our goals. Learners must simply achieve all the criteria in the unit standard. Learners who do not yet meet the criteria are given opportunity to make good by redoing the sections or questions where they did not succeed.

Your organisation may decide to do *all* its assessment using the criterion-referenced approach. It may decide to assess only certain unit standards using criterion referencing. The Health and Welfare SETA will support you in whatever decision you make.

What the Health and Welfare SETA will not support is the use of *both* approaches for the same learning programme or unit standard. Thus, a single set of learner portfolios must have a single approach to assessment. Make sure that this is clear in the Assessment and Moderation Guides and Plans for that learning programme, and in the overall organisation Policy (these are discussed further in this section).



### Re-assessment Policy

The Re-assessment Policy for the organisation must:

- indicate how many opportunities for learner re-assessment are allowed and whether there is a cost involved;
- describe the re-assessment process; and
- explain what steps the learner must take if he/she is deemed not yet competent in the last re-assessment.

### Appeals Policy

The Appeals Policy for the organisation must:

- clearly describe the steps a learner must follow in order to lodge an appeal;
- detail time frames for the responses to the appeal; and
- indicate that the final decision-making in the appeal process lies with the HWETQA.

### Certification Policy

The Certification Policy for the organisation must:

- indicate that certificates are issued after the endorsement of the verification visit and after receiving the endorsement letter from Health and Welfare SETA; and
- address what happens when certificates are lost.

### Irregularities Policy

The Irregularities Policy for the organisation must:

- state clearly *what* irregularities exist or may exist among the following role players:
  - learners
  - assessors
  - moderators
- state clearly how each will be dealt with.

### Assessor Guide

This is a guide on assessment of the learning programme. It must contain:

- clear instructions to the assessor and learner;
- valid and appropriate assessment methods, assessment criteria and tools with detailed scoring criteria and record sheets;
- an assessment plan (this is described below) prepared in line with the Health and Welfare SETA quality guidelines;

- time frames and location of assessment;
- unit standards and/or qualifications on which the Learning Programme is based;
- details of the pre-assessment meeting with learners;
- guidelines on how practical, foundational and reflective competences will be assessed;
- guidelines on how applied competence will be assessed in an integrated assessment; and
- information on how critical cross-field outcomes will be assessed.

## Assessment Plan

The Assessment Plan for the actual learning course must:

- give time frames within which assessment shall take place;
- give the venue;
- say when the pre-assessment meeting with candidates will take place;
- say how practical, foundational and reflective competences will be assessed;
- say how applied competence will be assessed in an integrated assessment; and
- say how critical cross-field outcomes will be assessed.

It is the TSP's responsibility, working with the assessors and moderators, to draw up an individual guide per specific unit standard or per learning programme. The Thogomelo Project developed separate guides for each of the SDPs. The TSP assessors and moderators were then required to develop specific plans for each training event they conducted.

As part of the verification process, the TSPs had to demonstrate to the verifier that they were implementing all the above policies, guides and plans. The first verification visits were a huge learning curve for the Project and the TSPs. Below are a number of elements to consider based on the experience of the project.

The development of the guides not only had to meet the QMS requirements for the Thogomelo SDP, the TSPs had to check that their organisational policies and procedures addressed the specific issues that were in the Thogomelo guides. For example, if the organisation policy focussed on assessment marks, they needed to amend this to include the criterion assessment which the SDP used. The session where all the assessors and moderators met with the Thogomelo Project was extremely valuable. They briefed all project partners on the guides so that the assessment was standardised across all provinces and TSPs. They also gathered the input and experience of all the TSPs in finalising the guides and in understanding the practical application of the guides during the delivery of the SDP.



The experience of implementing the Thogomelo assessment guides and plan highlights the following key elements that must be shown (documented) in the portfolios:

- The assessor reports and assessment must be in line with the Assessment Guide and Plan;
- They must show that the candidates were prepared for the assessment;
- They must demonstrate that the candidates were informed of their right to appeal and the procedure to follow (signed checklist);
- The reports need to show that you have support mechanisms for special needs, such as language barriers;
- They must contain an assessor report for each learner and an overall assessment report for the whole learning programme;
- They must also show that feedback was given to each learner and this is confirmed by the learner (they must sign that this has happened); and
- They must demonstrate that all formative, practical and summative assessments were assessed.

In the verification process, verifiers may point out that long sections of learners' work have not been assessed – especially if there are not assessor ticks or comments.

**The question they consider is: did the assessor indeed read the section?**

Vague ticks along the side or in space do not indicate that actual words were read!

The assessor must:

- ✓ tick above all key words in the responses given;
- ✓ make comments where the learner has not achieved the criterion; and
- ✓ initial every page read.

### LESSON 14

- It is important that the assessor provides evidence that they have indeed read and considered each response given by the learner in every assessment tool.
- The assessor must initial every page in the POE at the bottom (ideally in the right hand corner), and in the spaces provided for them to confirm if the learner is competent or not yet competent.
- In addition, the moderator must initial every page, also in the right hand corner when they are moderating.

## Workplace Guide for the learning programme

Finally, for quality assessment practice, the Workplace Guide for the learning programme must:

- indicate what is required of the candidate while in the workplace for practical training;
- indicate what support is required from the workplace to assist the candidate to successfully undertake the tasks required of him/her; and
- contain a log sheet to be completed by the candidate and the workplace supervisor, showing the hours spent on the assignments and workplace tasks.

In essence, this guide ensures that neither the workplace nor candidates are exploited during the workplace practical activities, and that it is a valuable experience for all.

It is important for the Thogomelo Project that the learning gained during the accredited training is carried forward in the workplace to the benefit of CCGs – and that this will in turn improve the quality of care to vulnerable children. Based on the project experience, the workplace guide needs to be introduced to the learners and the organisations that they come from at the beginning of the learning programme. This is included in the one-day orientation session held with the learners and their supervisors or managers before the SDP begins.

At this orientation day, learners and their supervisors and managers are:

- introduced to the purpose and content of the SDP;
- briefed on their role as learners or supervisors;
- instructed on the role of the TSP;
- instructed on the whole assessment, moderation and verification process (and how and when they will get their certificates); and
- introduced to the adult learning methodology.

This is a very important session as it sets up not only the accredited training process and logistics, but also helps to build the quality of the training programme.

### LESSON 15

Building the assessment process and procedures into the actual delivery of the training is important.

- This begins before the learners are selected for the learning programme and therefore it is critical to have a plan which clearly states how the assessment policies and guides are being put into practice.
- It also means helping the learners to understand the process (and the terms used such as “assessment”) and what their role is in the assessment.
- If this is the first time that learners are being exposed to accredited training, make sure sufficient time is given to explain the terms, process, expectations, relevant policies and procedures to them.

### LESSON 16

The learner selection process must also be considered as part of the QMS process – be clear about the selection criteria:

- Check that it meets the unit standard requirements;
- Check that their organisation or workplace will support them in taking time not only to attend the training;
- Check that their organisation or workplace will give them time to do the practical tasks when they are back in the workplace;
- Check that there is a clear process around how they are selected; and
- Make sure learners know what the training is about, how they can benefit from it in their workplace, and what is expected from them before they are selected!

## Implementing moderation in the QMS

The documents pertaining to moderation are:

- Moderation Policy
- Moderation Guide
- Moderation Plan

### Moderation Policy

The Moderation Policy for the organisation must:

- speak to the assessment policy;
- indicate how the assessment principles are upheld by the moderation process; and



- indicate what is covered by the minimum 10% sample (in other words to include POEs for competent, not yet competent, re-assessed and RPL learners).

## Moderation Guide

The Moderation Guide for the learning programme must:

- speak to the assessment plan;
- give clear instructions to the moderator and assessor;
- use valid and appropriate moderation tools;
- have a valid and acceptable sampling of assessment criteria (e.g. 10% of 50 learners);
- cover all moderation cycles (pre-, during and post-assessment phases); and
- indicate the pre-moderation meetings.

## Moderation Plan

The Moderation Plan for the actual learning course must:

- speak to the assessment plan;
- indicate what pre-moderation meetings will be held and when;
- reflect the time frames and location of the moderation;
- cover all moderation cycles (pre-, during and post-assessment phases); and
- indicate what is to be moderated.

An important part of implementing the QMS in the Thogomelo SDP is the assessor and moderator planning process before the training has even begun. At this meeting the assessor and moderator need to agree on how they will:

- work together;
- develop the assessor and moderator plan according to the Assessor and Moderator Guides; and
- confirm details, such as the colours of the pens they will use to mark portfolios.

This must be stated in the Assessor and Moderator Guides for the actual learning programme.

In the Thogomelo Project the following colours of pen were used, making it very easy to distinguish whether ticks and comments had been made by assessors or moderators at various stages of the assessment process:

- Assessor = green pen
- Moderator = purple pen
- Re-assessment = red pen

**LESSON 17**

- Wait until the assessor and moderator have met and agreed on how the policies and guides will be implemented before starting to deliver training!
- If the training starts before the plan is agreed to, the quality of the programme could be compromised – and the learners may not be verified.

## Building quality in the Portfolios of Evidence

POEs provide the evidence that learners have the necessary knowledge, skills and competence against a unit standard. The evidence provided by the learner in the POE is used by the assessor and moderator to confirm if the learner meets the requirements to be deemed competent in a particular unit standard, or group of unit standards.

A POE must be organised logically according to the Table of Contents and contain the following:

- A signed Learner Declaration form (of non-plagiarism and authenticity)
- A copy of the qualification or unit standard
- A completed Health and Welfare SETA Learner Information form
- Evidence of the Formative, Practical and Summative Assessments
- An acknowledgement checklist signed by the learner, which declares that:
  - a copy of assessment plan was given to and discussed with the learner;
  - the learner was informed about the re-assessment opportunities and related costs;
  - the learner negotiated and agreed with the assessor on the time frames for the submission of evidence;
  - the candidate received information on her/his right to appeal and the procedure to follow; and
  - a mechanism is in place to demonstrate that the evidence is authentic and was produced by the candidate.

The assessor and moderator forms must be completed and signed according to the policies and guides. It is important that the assessor and moderator clearly state if the learner is competent or not yet competent, and evidence must be provided of the remedial action that has been taken where necessary.

The Thogomelo Project works with 14 TSPs across the country – all of whom have their own organisational QMS policies and procedures in line with their accreditation requirements. As a project, the assessor and moderator guides for the SDPs were developed and all TSPs were briefed – and trained where necessary – on the requirements. However, when it came to the first verification visits, the project realised that the POEs were not standard across the country and the SDP guide was not sufficiently clear about how to build them from day 1! As a result, the TSP staff had to spend a huge amount of time re-filing, checking the documentation, following up with learners for missing documents, and making sure that the POEs met the QMS requirements.

## LESSON 18

- Establish a clear process right from the beginning of how the POEs are going to be completed, filed, collected and stored.
- Include a contents page and a check list at the beginning of each file and as documents are put into the file, tick that this item is complete.
- It is much easier to build the POE from the beginning and to make sure that all documents are included as the learning programme is implemented. In addition, all the POEs will then be correct and ready for the verification visit.

*The evidence provided by the learner in the POE is used by the assessor and moderator to confirm if the learner meets the requirements to be deemed competent in a particular unit standard, or group of unit standards.*



## The final test: the verification process

The assessment and moderation process, and the implementation of the QMS, is checked by the Health and Welfare SETA through the verification process. The verification visit by the Health and Welfare SETA is intended to endorse the assessment and moderation process, and the results of the learners. Verifiers use the **Health and Welfare SETA Final Verification Report**. This can be downloaded from the Health and Welfare SETA website.

Using this form, the verifier will check that the organisation has the required (and up to date) policies and guides pertaining to assessment and moderation. Once the verifier has confirmed the submission, the TSP will be notified of the date on which the verification visit will occur. This means that the HWSETA verifier will visit the TSP and will check the POEs.

During the verification visit, the verifier carefully checks the documentation that supported your accreditation. Anything missing or not in line with Health and Welfare SETA and ETQA requirements means that the learner results will not be endorsed. This creates great disappointment for the training provider, and can be frustrating for the learners if the facilitator or the assessor needs to go back to them for further evidence. A TSP is usually given 10 working days to correct what is missing or incorrect in the POEs and in the organisations or learning programme policy or guides.

If the Health and Welfare SETA verifies the results of the learners, then the learners will qualify to be issued with a **certificate** for the unit standards they have been verified for. Remember to follow the certification process as stated in the TSP Certification Policy.

When learners have completed a **full qualification**, the Health and Welfare SETA will issue them with a full qualification certificate.

In the words of one of the Thogomelo Project TSPs:

*“Whatever you declare to have in place,  
have it in place when the verifiers come  
to do their evaluation check”*

*Elgin Learning Foundation*

Based on the Thogomelo Project experience, here is a step-by-step guide to help you prepare for the visit:

1. Download the Pre-verification Form, complete it in full and submit to Health and Welfare SETA in time to meet the verification cycle (see Section 3).
2. Ensure that all your organisational policies are up to date and filed for easy access.
3. Ensure all the documentation referring to the unit standards or qualification being verified is in place. Note: the following documents must be specific to the unit standards or qualification:
  - Assessor and Moderator Guides
  - Assessor and Moderator Plans
  - Workplace Guide
4. Have in place an Administration File for the group of learners being verified which contains:
  - Attendance register
  - List of learners with their results (per unit standard)
  - Assessor and Moderator Plans
  - Assessor and Moderator Reports
  - Report on the training (this could be the same one for your funder)
  - Learners' evaluations of the training
5. All POEs (competent, not yet competent and re-assessed) must be available.
6. Assessor(s) and moderator(s) must be present.
7. Learners must be present to be interviewed by the verifier (all learners for courses with fewer than 20; a selection of 20 learners for courses of more than 20).

In the Thogomelo Project verification process, we were asked to provide a mix of competent learners, not yet competent learners and re-assessed learners. As a result, the TSPs are now adopting this practice in their Moderation Policies. This is an emerging good practice in that the moderation is not only conducted with competent learners.

### LESSON 19

#### A final lesson...

If you are implementing a learning programme across more than one site (for example in all the provinces in South Africa), and using more than one assessor and moderator, it is necessary for all the assessors and moderators to meet the same standards in their assessment and moderation. This comes:

- from having all the policies and guides in place (as discussed above);
- from having model answers that will guide the assessment of each assessment tool; and
- by establishing an “Assessors and Moderators Committee” that meets at least once a year with the purpose of:
  - reviewing the policies and guides;
  - addressing new directives from the SETA;
  - undertaking peer reviews of assessments and moderations; and
  - addressing quality assurance issues as they emerge.

*It is necessary for all the assessors and moderators to meet the same standards in their assessment and moderation.*



# The value of offering accredited training?

As discussed at the beginning of this case study, the Thogomelo Project aims to build the skills and practice of community caregivers through:

- providing accredited training;
- building their confidence to engage in continuous learning programmes;
- developing learning communities; and
- encouraging learners to work towards appropriate qualifications that will enhance their career paths.

The project is still on the journey to reach these destinations! Important milestones have been reached including the development of two of the curricula:

- The evaluation of the learning materials, the field review of both programmes, training of over 1 000 learners in the first two years of the project, building the capacity of TSPs across the country to deliver these skill development programmes; and
- The implementation of a sound monitoring, evaluation and reporting system – through which the results and impact of the training on CCGs is being shown.

The journey has not been easy – engaging with all the accreditation policies, regulations and requirements, and putting them into project practices has been challenging. Hence, this case study has been compiled to share the Thogomelo experiences in the hope that other projects and individuals can benefit from the huge learning curve experienced.

**The questions that now arise are:**

- Has the accreditation journey been worth it?
- How does accredited training benefit organisations and learners?

These questions are explored in this final section of the case study.

## The Thogomelo Project accreditation journey

The journey for the Thogomelo Project towards the full accreditation of its learning programmes, TSPs and their facilitators, assessors and moderators has been challenging. The planned destinations or goals in relation to accreditation changed rapidly and on an ad hoc basis over the first two years of the project.

The following are some of the challenges encountered during this accreditation journey:

- Communication about changes in Health and Welfare SETA policy and practice does not always occur timeously, nor are changes always documented for easy access by service providers. This makes it difficult to ensure that learning programmes being developed are aligned to the new developments and emphasises the need for a close working relationship with the Health and Welfare SETA.
- Project development and community demand sometimes outpaces the Health and Welfare SETA response times given the complexity of procedures involved. This places pressure on TSPs to plan and balance their workload of other training events.
- Accurate application of the selection criteria for learners is challenging. Unrealistic eagerness on the part of organisations for CCGs to participate, inexperience on the part of the selection panel and insufficient time allocation are factors that impact selection. Inaccurate selection affects how well learners cope and engage with the learning material.
- The assessment and moderation process in practice required far more capacity building than initially envisaged. Additional training has been provided and ongoing support is given to all assessors and moderators. An idea suggested by a TSP is to establish an “Assessor and Moderator Committee” for the project to oversee the implementation process, communicate and solve problems, respond to changes in the regulations as they arise, and make the necessary changes to maintain a quality training programme.
- The reality of putting in place, and embedding, a QMS for learner material and implementation guides in a national training programme implemented by more than one TSP across the country is not easy. The Thogomelo Project has the responsibility of developing the guides, norms and standards, and the implementation process requirements – and delivery rests with the accredited TSPs. Clear communication of professional standards to the range of individuals within organisations who are responsible for implementation has been key – not only to facilitators, assessors and moderators, but also to managers, directors, administrators, data collectors and financial managers. As every organisation has different systems and management styles, so the project has had to respond to these differences and navigate a way through these differences without losing the quality, principles and vision.

The project is well aware of the amount of time, energy, human capacity and finance that is required to deliver an accredited training programme. Quality training requires an investment, and one of the steep learning curves has been not only understanding the accreditation system and putting it into practice, but also costing it accurately. To support TSPs, funders and government departments offering accredited training, the Thogomelo Project has developed a “Costing Model” to make sure that all aspects of providing and delivering accredited training are budgeted for.

## The value and benefits of accredited training

According to the TSPs involved in the Thogomelo Project, accredited training has benefits for TSPs, learners, the organisations or work places the learners come from, as well as the broader community and the country.

*“Being accredited has changed our standard of service delivery. Since accreditation we are more into good practice. Just knowing that we are assisting the country in eradicating poverty is our greatest reward.”*

*Khanya Family Life Centre*

### Benefits for TSPs include the following:

- Enhanced quality of the training through the rigour of the accreditation process, although TSPs see it as a huge task offered to learners, they recognise the value of the rigour, i.e. no pain, no gain;
- Strengthening of their quality and information management systems;
- A cutting edge over other service providers through having the assessment, moderation and facilitation skills within the organisation;
- Increased funding opportunities, as registered TSPs, which contributes to the sustainability of the organisation; and
- An enhanced sense of accountability ensures transparency and fairness in all processes.



### Benefits for learners include the following:

- Doors and pathways to careers as they can gain credits for a qualification, access learnerships in their workplace, have better employment opportunities, and once qualified, are able to register with professional bodies;
- Portability and formal acknowledgement of their experience and skills, especially in the health-related qualifications;
- Affordable skills that they can then use in their work, their communities and in strengthening their families;
- Authentic certificates that are recognised nationally;
- Improved self-confidence in the learning process and in their workplaces;
- Potential to move to more senior positions in the workplace, such as becoming a supervisor;
- Greater confidence to deal with personal and work-related issues; and
- Acknowledgment that accredited training requires hard work and determination.

*“Competency with an accredited qualification becomes the talk of the town.”*

*Elgin Learning Foundation*

### Benefits for organisations involved in community caregiving and working with children include the following:

- Improved productivity in the workplace;
- Assistance in producing a pool of competent learners with experience in an organisation;
- Ability to provide quality services to clients and beneficiaries; and
- Knowledge transfer as learners share what they have learnt with other CCGs, and even the managers.

### Benefits for the community include the following:

- Capacitation, empowerment and upliftment of individuals who in turn uplift the community;
- *“Empowerment of learners that will lead to empowerment of their communities”* (Elgin Learning Foundation);

- Delivery of quality services in the community because learner skills are improved and strengthened; and
- “Increased networking among stakeholders due to the knowledge of services by role players in the community.”

*“The wellbeing of a community depends on the capacity of the individuals who possess skills to render quality services that are linked to government departments. Therefore accredited training provides an opportunity for community caregivers to acquire the necessary knowledge and skills that add value to their experiences in improving the life of vulnerable people in the community.”*

*One of the Thogomelo Project TSPs in  
Far North Community Care and Development*

# Summary of lessons learnt in providing accredited training

If each of the Thogomelo Project's 19 lessons are taken seriously (and there are many more that other organisations will have experienced), they should assist in making accreditation a positive experience for an organisation considering accreditation and its learners.

Below is a summary of the 19 lessons.

## LESSON 1

### **Consider before embarking on accreditation**

- In this case study, we caution all organisations to go into the accreditation process with a clear understanding of what accreditation entails.
- A clear motivation for why it will add value to your services is necessary.
- You need to have the full support of the organisation's management, given the time and costs accreditation entails.

## LESSON 2

### **Accreditation means following ETQA requirements**

- Understand that offering accredited training involves far more than issuing accredited certificates.
- It also means following bureaucratic procedures and implementing the ETQA requirements. This has implications across your organisation particularly in terms of the human and financial resources, bureaucratic compliance and time and flexibility required.

## LESSON 3

### **Plan the registration and evaluation of the learning programme**

- Ensure that you undertake your planning for registration and evaluation of learning programmes to fit in with the Health and Welfare SETA accreditation cycle.
- Should you enter the process during a cycle, you will need to wait for the start of the next cycle before you submit your application.



## LESSON 4

### **Decide on the unit standard/s or qualification your organisation will offer**

- A TSP must decide whether to offer a unit standard in one of the three designated fields or a whole qualification.
- If a whole qualification is offered, the TSP must decide on how the unit standards will be packaged, and how they will deliver these learning “packages” within the quality management system.

## LESSON 5

### **Know the SETA tools for programme evaluations before developing material**

- Study carefully the learning programmes that have already been approved by the Health and Welfare SETA.
- Learn from these what is required.
- Study carefully the Health and Welfare SETA Tool for Programme Evaluation before you begin to write or adapt materials.

## LESSON 6

### **Complete the SETA application forms accurately and completely**

- The person in your organisation who fills in the form (and any other Health and Welfare SETA form) must have an eye for detail and make sure that every requirement is met.
- You do not want your application to be rejected on the basis of incomplete information.

## LESSON 7

### **Attend all the HWSETA workshops and file all the accreditation documents**

- Your organisation must make a commitment to attend all Health and Welfare SETA workshops. Something of importance is always imparted in these. You put your organisation at great risk by not attending.
- Before the accreditation site visit, ask yourself the following question: Is all our documentation properly filed, easily accessible, and meaningful?

## LESSON 8

### **Keep the accreditation documents up-to-date and monitor your quality management system**

Accreditation is an ongoing process, and not a once-off activity. It is a natural progression of your organisation's QMS.

- Do not file all the accreditation material away and forget about it until the next re-accreditation cycle!
- Designate a staff member to monitor changes in the Health and Welfare SETA policies and requirements and to check that the documentation remains updated and relevant.
- Build an annual review (if only for 4 hours) into your quality management system to enable you to improve on the whole system and all the documentation. This is an important part of your QMS.

## LESSON 9

### **Develop communication channels and document your engagement with the SETA**

As already indicated, the Health and Welfare SETA is a public organisation, which has to follow set procedures and rules. You cannot demand that it deviates from these as it is required to treat all its partners equitably.

- Allow for things to take time and plan accordingly.
- Keep channels of communication open by making regular contact to track progress.
- Keep a log of communication and progress made.
- Try to arrange personal meetings with the appropriate personnel in the Health and Welfare SETA.

## LESSON 10

### **Build the capacity and qualify facilitators, assessors and moderators**

- Preferably each person involved in providing accredited training should have all three unit standards.
- Train the required staff as quickly as possible.
- TSPs must adequately budget time and money to make sure that their facilitators, assessors and moderators are qualified.

## LESSON 11

### Register qualified assessors and moderators

- Assessors and moderators must register for the specific unit standards they will be assessing or moderating.
- This will mean developing their CVs and providing evidence to demonstrate that they are knowledgeable and experienced in the relevant field.
- Ideally, this process should happen while you are developing your training material. This process can take a long time so plan accordingly!

## LESSON 12

### Train and register more than the number of assessors and moderators you need

- Train more than the minimum number of personnel.
- Ensure that there are contingency plans in place should one or other staff member leave.
- Also make sure that your Human Resource policies are clear about investing in the development and retention of your staff so that you get a return on your investment. In other words, you don't want to train someone as an assessor and they leave immediately afterwards!

## LESSON 13

### Complete the assessor and moderator forms accurately – and match their CVs to the unit standards they need to be registered to

- The assessor and moderator registration applications forms must be filled in meticulously and fully.
- All supporting documentation, such as CVs and certified copies of certificates, must be attached. Failing to do this will cause delays – and you will still need to do it correctly when the documentation is returned to you.
- Make copies of all the documents you submit and keep them on record.
- Submit specific CVs for assessors and moderators that reflect their experience to deliver a particular unit standard, as a generic CV will not fulfil the requirements.



## LESSON 14

### **Assessors must give evidence that they have assessed each response in the assessment tools**

- It is important that the assessor provides evidence that they have indeed read and considered each response given by the learner in every assessment tool.
- The assessor must initial every page in the POE at the bottom (ideally in the right hand corner), and in the spaces provided for them to confirm if the learner is competent or not yet competent.
- In addition, the moderator must initial every page, also in the right hand corner when they are moderating.

## LESSON 15

### **Build and plan for the inclusion of the assessment in the delivery of the training**

Building the assessment process and procedures into the actual delivery of the training is important.

- This begins before the learners are selected for the learning programme and therefore it is critical to have a plan which clearly states how the assessment policies and guides are being put into practice.
- It also means helping the learners to understand the process (and the terms used such as “assessment”) and what their role is in the assessment.
- If this is the first time that learners are being exposed to accredited training, make sure sufficient time is given to explain the terms, process, expectations, relevant policies and procedures to them.

## LESSON 16

### **Allocate time for learner selection and learner orientation**

- The learner selection process must also be considered as part of the QMS process – be clear about the selection criteria (and check it meets the unit standard requirements); that their organisation or workplace will support them in taking time not only to attend the training but also time to do the practical tasks when they are back in the work place; and have a clear process of how they are selected.
- Finally, make sure learners know what the training is about, how they can benefit from it in their workplace, and what is expected from them before they are selected! An orientation day is highly recommended.

**LESSON 17****The facilitator, assessor and moderator must meet before the training to plan their activities**

Wait until the facilitator, assessor and moderator have met and agreed on how the policies and guides will be implemented before starting to deliver training! If the training starts before the plan is agreed to the quality of the programme could be compromised – and the learners may not be verified.

**LESSON 18****Know what must be in the POE and how this will be completed during the delivery of the training programme**

Establish a clear process right from the beginning of how the POEs are going to be completed, filed, collected and stored. Include a contents page and a check list at the beginning of each file and as documents are put into the file, tick that this item is complete. It much easier to build the POE from the beginning and make sure that all documents are included as the learning programme is implemented. In addition, all the POEs will then be correct and ready for the verification visit.

**LESSON 19****Establish an “Assessors and Moderators Committee”**

If you are implementing a learning programme across more than one site (for example in all the provinces in South Africa), and using more than one assessor and moderator, it is necessary for all the assessors and moderators to meet the same standards in their assessment and moderation. This comes:

- from having all the policies and guides in place (as discussed above);
- from having model answers that will guide the assessment of each assessment tool; and
- by establishing an “Assessors and Moderators Committee” that meets at least once a year. The purpose of this Committee is to:
  - review the policies and guides;
  - address new directives from the SETA;
  - undertake peer reviews of assessments and moderations; and
  - address quality assurance issues as they emerge.













