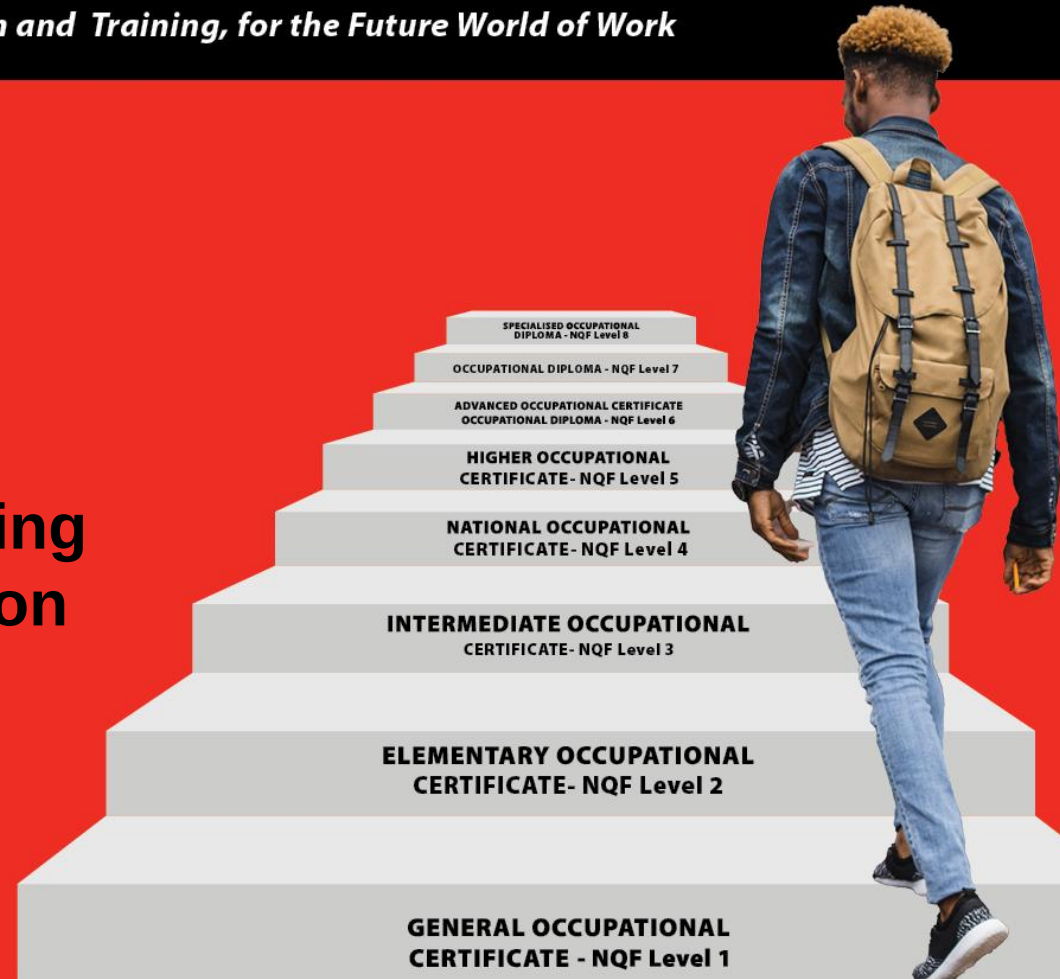


Enhancing Access to and Success in Post-School Education and Training, for the Future World of Work

Quality Assurance: Monitoring of Curriculum Implementation and Skills Programmes



Presentation outline

- ❖ QA Domain Overview
- ❖ The Purpose of Curriculum Implementation Monitoring
- ❖ Quality Assurance Partners
- ❖ SDPs That Reported Learner Uptake On Full and Part Quals Per Province 24/25
- ❖ Curriculum Implementation Monitoring Focus Areas:
 - Accreditation status
 - OHS Compliance:
 - Capacity to Implement Accredited Qualifications
 - The formula to calculate the teaching period
 - Proof of Planning
 - Learner records
 - Facilitator Preparedness
 - Overall Rating

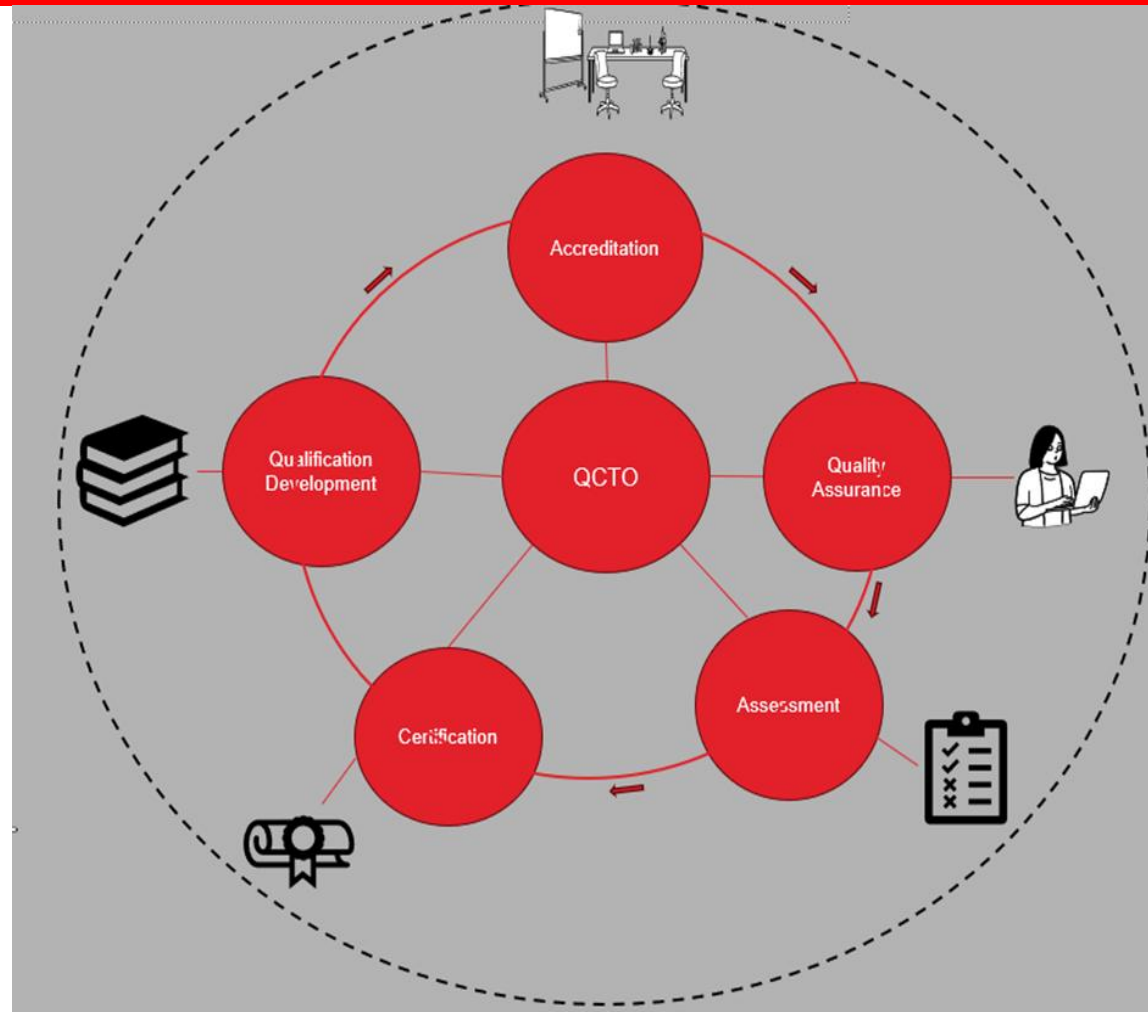
QA Domain Overview

- The Quality Assurance Domain is at the Centre of the QCTO core business value chain
- The QA Domain supports all domains within the QCTO by providing feedback received from stakeholders relating to key issues experienced in the process of Occupational Curriculum Implementation, including Skills Programmes. (Qualification Dev, Accreditation, Assessment, and Certification)

QA Domain Overview



Mandate



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The Purpose of Curriculum Implementation Monitoring

The Quality Assurance policy document is a key enabler in providing the framework for governing processes and procedures in accordance with prescribed legislative requirements.

The Quality Assurance Policy Ensures:

- ❖ Consistency in provisioning and implementation;
- ❖ Procedural excellence;
- ❖ Minimised risk exposure to non-compliance challenges;
- ❖ Assessment; and
- ❖ Certification.

Quality Assurance Partners

Quality Assurance Partners:

- ❖ The QCTO implements the quality assurance process in partnership with its Quality Partners (QPs)
- ❖ This is done as per the quality partner functions outlined in the signed Service Level Agreements (SLA).
- ❖ Subject Matter Experts

Subject Matter Experts and Quality Partners:



Chef



Engineering



Construction



Agriculture



Plumbing



Automotive
Mechanic

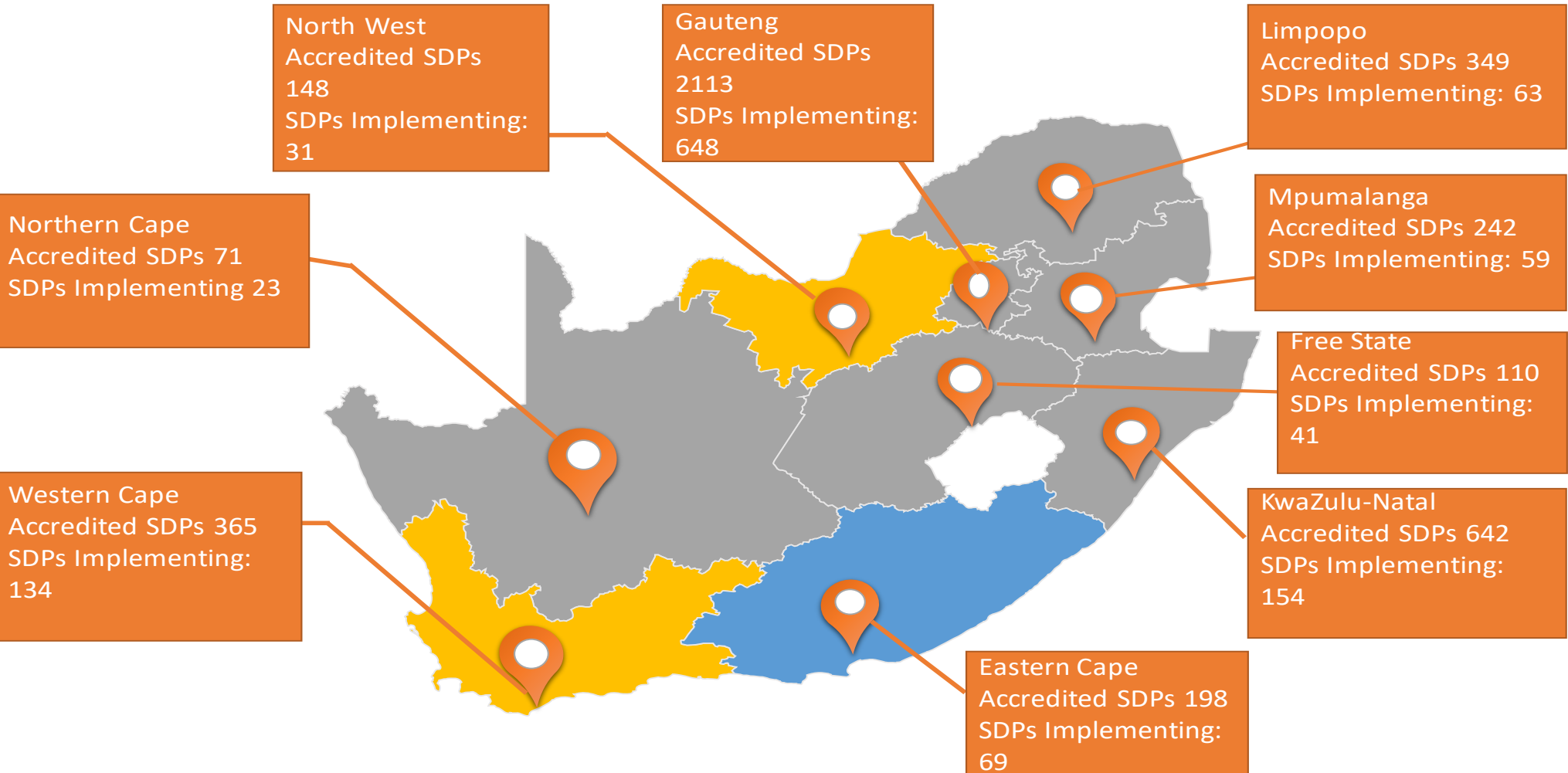


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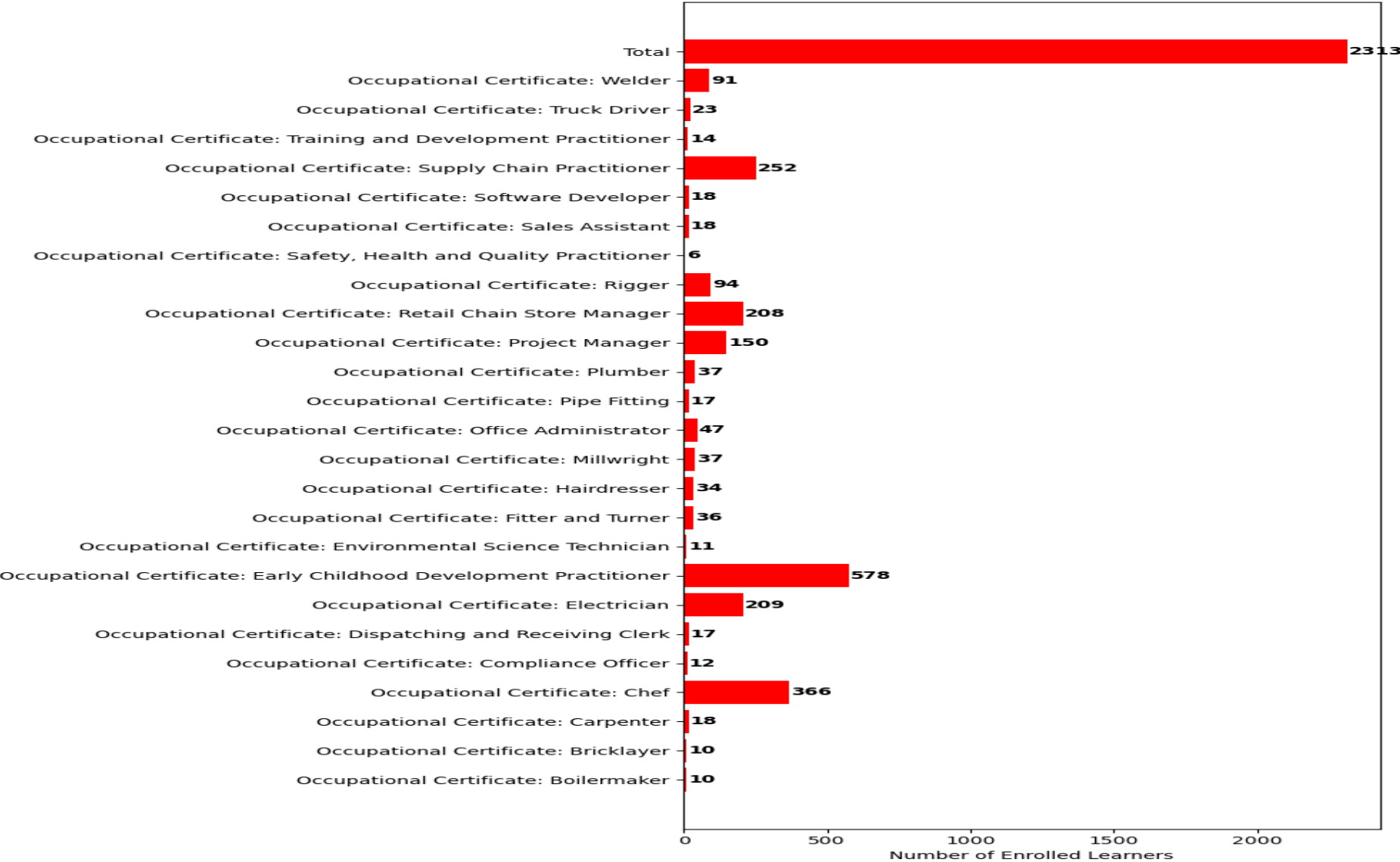
Learner Enrolment Submission

- ❖ SDPs are required to submit learner enrolments within 21 days of implementation for full Qualifications and within 5 days for Skills Programmes
- ❖ Learner enrolment should be submitted in the format prescribed by the QCTO
- ❖ The submission of learner enrolments triggers Monitoring visits by the QCTO/ QPs

SDPs That Reported Learner Uptake On Full and Part Quals Per Province 24/25



Enrolled Learners per Occupational Qualification (Including Total)



Curriculum Implementation Monitoring Focus Areas

Accreditation status:

- ❖ Period of Accreditation and Validity
- ❖ Provider Details (Address of the Institution, Contact Details, etc)
- ❖ Accredited Qualifications, Including Skills Programmes
- ❖ Permission to Train Offsite
- ❖ Signed workplace MoUs
- ❖ Workplace mentors and their contact details

Curriculum Implementation Monitoring Focus Areas

OHS Compliance:

- ❖ The environment is conducive to teaching and learning.
- ❖ Cleanliness/ lighting/ ventilation/ furniture
- ❖ Evidence of OHS: signage, evacuation plans, emergency assembly points, first aid kit
- ❖ Valid OHS verification report

Curriculum Implementation Monitoring Focus Areas

Capacity to Implement Accredited Qualifications:

- ❖ Physical Resources
- ❖ Training Material Availability and Alignment to the Curriculum Document
- ❖ Classrooms, Simulation rooms
- ❖ Workshops for Practical
- ❖ Tools and Equipment

Curriculum Implementation Monitoring Focus Areas

Capacity to Implement Accredited Quals...Cont

Human Resources:

South African

- Signed employment contract of the Facilitator
- Certified South African ID Copy
- Certified copies of Highest Qualifications
- Foreign qualification evaluated by SAQA
- CV to check the level of work experience.

Non-South African

- Valid work permit
- Signed employment contract
- Certified Copy of a Valid Passport.
- Certified copies of Highest Qualifications
- Certified Copy of Foreign Qualifications
Evaluation report by SAQA
- CV to check the level of work experience

- ❖ Credits represent learning hours.
- ❖ 1 credit = 10 notional hours of learning.
- ❖ Notional hours include attending classes, studying, and completing assessments
- ❖ Track progress toward qualification implementation and completion.
- ❖ Enable recognition of prior learning (RPL) and credit transfer.
- ❖ Facilitate articulation between qualifications and institutions.
- ❖ Plan curriculum implementation based on credit requirements.
- ❖ Support learners in tracking their credit accumulation and progress.
- ❖ Design assessments aligned with notional hours.

Curriculum Implementation Monitoring Focus Areas

Proof of Planning:

- ❖ Implementation plan/Role out plan (qualification credits and duration)
- ❖ Timetables for learners (linked to the training plan, indicating KM, PM, and WM)
- ❖ Timetables for facilitators (linked to the training plan indicating KM, PM, and WM)
- ❖ Planning and scheduling of assessments (Formative and Summative)
- ❖ Minutes of management & staff meetings

Curriculum Implementation Monitoring Focus Areas

Learner records:

- ❖ Signed enrolment forms
- ❖ Certified copy of IDs
- ❖ Foreign learners: certified copies of passport and study permit
- ❖ Learner entry requirement for the qualification (Matric Cert, previous qualifications, etc..)
- ❖ SAQA evaluation report for foreign qualifications

Curriculum Implementation Monitoring Focus Areas

Facilitator Preparedness

- ❖ Evidence that facilitators are prepared for each class (e.g. facilitator file, presentations, lesson plans, and other related documents)
- ❖ Evidence of learner orientation and learner support throughout the program (special needs, learner support policy)
- ❖ Signed attendance registers for all modules
- ❖ Evidence of the roll-out plan

Curriculum Implementation Monitoring Focus Areas

Completed Modules and Assessments:

- ❖ Learner work should be assessed on an ongoing basis (check dates of assessment)
- ❖ Feedback provided to learners on completed assessments by the facilitator
- ❖ Records of assessments kept
- ❖ Interview with the enrolled learners

Curriculum Implementation Monitoring Focus Areas

Completed Modules and Assessments...Cont

- ❖ Evidence of assessed learner work on each module should be provided (Formative and Summative Assessments)
- ❖ Are the outcomes assessed per module and consideration given to credits
- ❖ Does the SDP's assessment strategy consider the External Assessment Specifications of the Qualification
- ❖ Signed and up-to-date statement of work experience/ logbooks
- ❖ Issued SORs

Curriculum Implementation Monitoring Focus Areas

- ❖ E-learning: Readiness and preparedness
- ❖ Implementation Challenges
- ❖ Areas of Good Practice
- ❖ Recommendations for Improvement (With specified timeframe)

Overall Rating on Curriculum Implementation

RATING SCALE

LEVEL	RATING	RATING DESCRIPTION / LEVEL OF COMPLIANCE
1	Poor / unacceptable	SDP does not meet the minimum requirements / standards and requires urgent intervention, development, support and follow up monitoring
2	Fair / partially meets requirements / standards	SDP partially meets the minimum requirements / standards and requires intervention, support and follow up monitoring
3	Good / meets requirements / standards	SDP meets the minimum requirements/ standards and requires limited support and cyclic monitoring
4	Very good / exceeds requirements / standards	SDP exceeds the minimum requirements / standards and has shown evidence of good practice and requires limited monitoring

JUDGMENT ON THE LEVEL OF COMPLIANCE OF THE SKILLS DEVELOPMENT PROVIDER	QCTO PERSONNEL'S JUDGMENT (Rating Score)
KEY MONITORING AREAS (KMAs)	
1. Programme Implementation	
2. Human Resources	
3. Assessment Strategy used by the Provider	
4. Progress on Implementation	
5. General Administration	
6. E-learning: Readiness	
7. Areas of good practice	
OVERALL JUDGMENT: (Figure given here is not the average of the figures 1 to 5 above.)	

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Thank you

