



MOTHEO TRAINING INSTITUTE TRUST

AKCKNOWLEDGEMTS

The first people we have to thank are those who involved themselves wholeheartedly in the long, tough exercises of developing this Quality Management System Manual. These include Motheo Training Institute Trust staff and all learners who have contributed.

Thanks are due to our Review Committee for collaboration with all members of the Organization and other Organizations, including the **ETDP.SETA- ETDQA** information you provided was indeed essential.

We would like to pass a word of appreciation for everyone who was involved in the process in developing this Quality Management System Manual and shown sense of impeccable judgment while roving these pages has been invaluable from beginning to end.

Lastly, thanks to Mr. R.M. Molefe an Accreditation Facilitator who is also a Director at Motheo Training Institute Trust for his immense and indispensable contribution.

QUALITY MANAGEMENT SYSTEM



Organizational Quality Management System Manual (QMS)

Section A:

NAME OF THE ORGANIZATION: Motheo Training Institute Trust

CONTACT DETAILS:

PHYSICAL ADDRESS: 5834 Mashodu Crescent

Daveyton

1520

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Etwatwa extension 3

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1520

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MOBILE PHONE: 079-426-2630

E-MAIL ADDRESS: victimsupport@webmail.c

PROVINCE: GAUTENG

CONTACT PERSONS AND DESIGNATION:

Mr Rantsope Meshack Molefe- **Director** (Trustee)

Mr Paul Pholisa Ntuli- **HR Manager** (Trustee)

ORGANIZATION REGISTRATION: NO.IT 609/2011(**Public Benefit Trust**)

PUBLIC BENEFIT ORGANIZATION NUMBER (PBO): 930 036 006

Appointed Registered Auditors: R. Lungoomiah & Company (Chartered Accountant S.A) and accountants: TK Financial Services

ORGANIZATIONAL BANKING DETAILS

Account Holder: Motheo Training Institute Trust

Bank: FNB

Branch: Benoni

Branch Code: 250342

Account number: 62304528625

Type of account: Trust Account



BOARD OF TRUSTEES

| Name and Surname | Position in the Board | Address | I.D.NO. | Contact |
|---------------------------------------|-------------------------------|-----------------------------------------------------------------------------------|---------------|--------------|
| MR. Paul Pholisa Ntuli | Chairperson Trustee | 7091 Kunene Street, Daveyton,1520,Gauteng Province, SA | 4710135144087 | 078-220-2509 |
| Mr.Rantsope Meshack Molefe | Secretary Trustee | 5834 Mashodu Crescent, Daveyton, 1520, Gauteng Province, SA | 7506295275084 | 079-426-2630 |
| MS. Brenda Tabitha Matiwane | Treasurer Trustee | 4395 Matiwane Street, Extension 5, Balfour 2410,Mphumalanga Province, SA | 8309280873081 | 079-154-7312 |
| MS. Makheswa Constance Mkabile | Appointed Member | No.18 Nagtegaal Street, Crystal Park, Benoni 1515,Gauteng Province, SA | 8311080333084 | 084-222-3776 |

SECTION B: BRIEF DESCRIPTION OF OUR ORGANIZATION:

Motheo Training Institute Trust was established in **2007** for the purpose of attending and responding to the Multi-changing dire needs of our impoverished Communities and its Principal, Principle Core business is **Early Childhood Developmental Services**. During this period, it was then informally only offering ECD NQF Level 1 and HIV/AIDS Trainings as an unincorporated entity. In **2010 the 26th and the 27th November**, the above- mentioned **Trustees** met for **two consecutive days** to look into appropriate ways in responding to the overwhelming request for skills development training made by the beneficiaries and it was then resolved that an appropriate vehicle to enable us to address this dire needs is a **Public Benefit Trust** and as such the **Trust** was formally and officially registered and/or incorporated as a **Public Benefit Trust (PBO)** in terms of **Section 6(1)of the Trust Property Control Act, No.57 of 1988**.

Subsequently, it was realized that Early Childhood Development need not be viewed as a stand-alone or a separate entity-but is part and parcel of the broader Societal Development. Much that, we believe, that Nation Building and Development is incomplete without that of the future holders (children).Hence, Motheo is the business of training educators/crèche teachers in order for them in turn develop children.

Therefore, that has necessitated an extension of our scope of service-and to that effect Education, Training and Development Practice Sector Education, Training Authority (**ETDP.SETA**), **Umalusi** and Department of Labour (**DoL**) are approached with regard to accreditation, which would enable us to become a Training Service Provider that complies with the requirements of Education, Training and Development Quality Assurance (**ETDQA**) Act.



With these Organizational Growth and Development, today we are a proud Multi-Purpose Training Service Provider that pride itself within its own integrity, providing amongst others, the following services:

- Early Childhood Developmental Training at NQF Level 1(to be submitted for programme approval)
- Business Management (short course –none credit bearing)
- Organizational Development/Corporate Governance (short course-none-credit bearing)
- Customer Service Management(to be submitted for programme approval)
- Adult Basic Education and Training at NQF Level 1 to 4(to be submitted for programme approval)
- HIV/AIDS Management and Coping Skills (to be submitted for programme approval)and
- Tailor made short courses (none-credit bearing).

In a nutshell, this is what **Motheo Training Institute Trust** as a Public Benefit Organization is about and these programmes, activities and projects are geared towards enabling our communities to respond to their Socio-economical ills and other Developmental challenges.

Motheo Training Institute Trust is a Public Benefit Organization that is concerned with the social and welfare of Communities, including health and well-being of the society, particularly that of the learners/trainees .

In terms of its overarching strategy, it has a multi- dimensional approach towards addressing pressing needs of our Communities and that is through engagement of a series of projects' activities and Skills Training Programmes.

AREAS OF OPERATIONS:

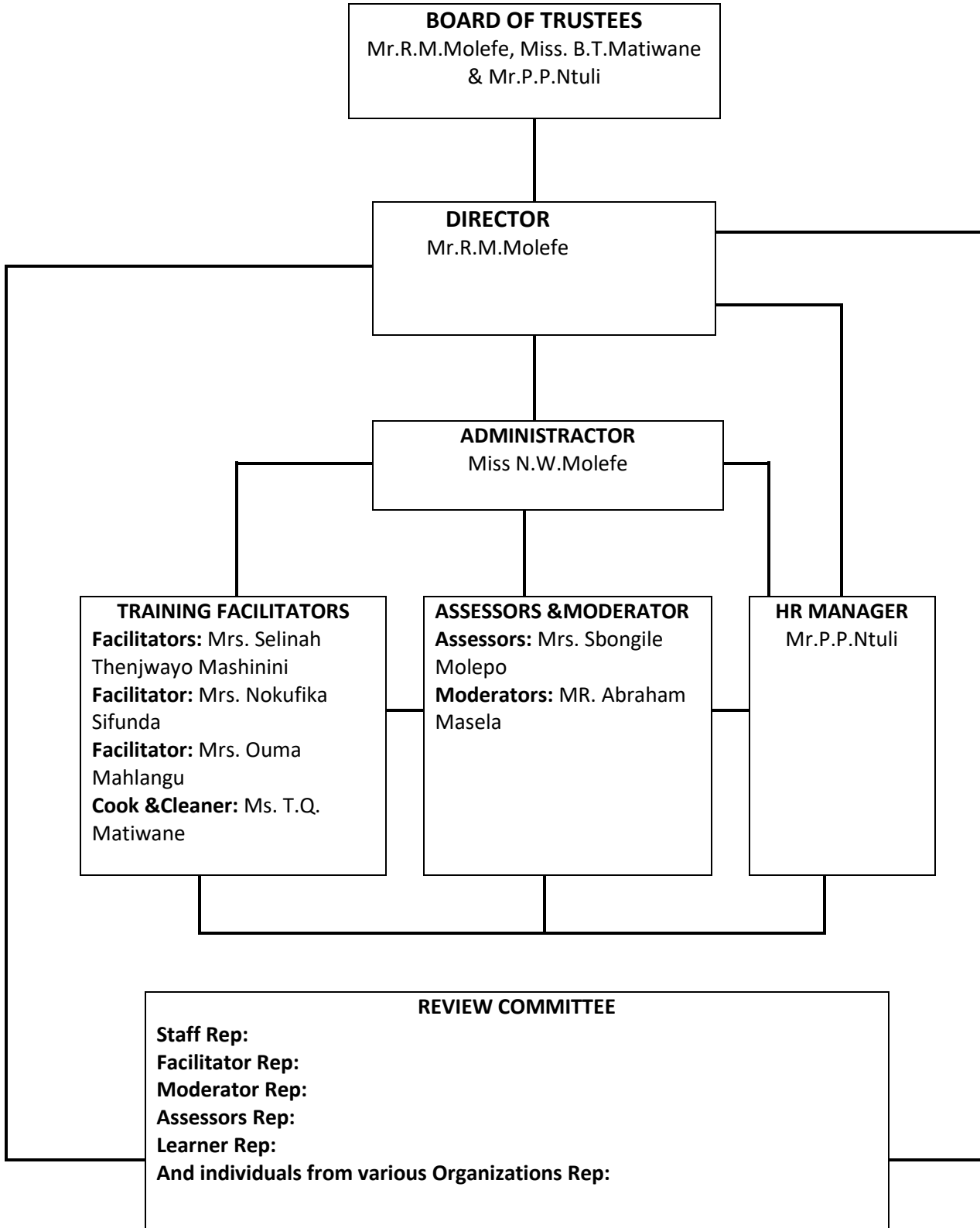
We are national in operation and Gauteng based, particularly, on the Eastern part of Gauteng - Ekurhuleni, in Daveyton Township right in the centre of poverty -stricken Communities.

We mostly operate in Ekurhuleni, Mpumalanga, Nkangala, Siyabuswa, Heidelberg, informal settlements, Tshwane, and Daveyton, including the rural areas.



SECTION C: ORGANIZATIONAL STRUCTURE

ORGANOGRAMME:





SECTION D: ORGANIZATIONAL QUALITY MANAGEMENT POLICY STATEMENTS

QUALITY MANAGEMENT SYSTEM (BOTH OPERATIONAL AND ADMINISTRATIVE POLICIES)

This is aiming at assuring optimal performance of the employee and as well as assuring quality in delivery of our services. We endorse the principle of **bottom-top development** in our organization for development. We are of people- hence, we believe in **people centered approach**.

We hold the policies that, the employers- Top Managers and Employees- Lowest Managers and Learners\Clients, must be evaluated and assessed whilst Learners/ Trainees are given an opportunity to evaluate Trainers/ Facilitators.

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Our policy entails the following procedures that need to be followed: Financial Policy and Procedures; Fundraising Policy and Criteria; Recruitment and Applicant Policy and Procedure; Decrease or Increase or Incentive and Promotional Criteria; Grievances and Bargaining Policy and Procedures; Dispute Resolution Policy and Procedure; Nominating Criteria; Monitoring and Reporting Policy and Procedure; RPL Policy and Procedure; Assessment Policy and Procedure; Learning Programme Designing Criteria; Asset Stock Check Control Procedure ,HR Management Policy and Procedure, Sexual harassment Policy, HIV/AIDS Policy, Procurement and Expertise Outsourcing Policy, and Certification Policy and Procedure and Administration Policy and Procedure, Learning Programme delivery Policy, Moderation Policy and Procedure, Learner Appeals Policy and Procedure, Curriculum Development Policy, Learner Support Policy and Volunteerism Policy and Disciplinary Code of Conduct and other related policies and procedures included herein.



SECTION E: THE POLICIES- QMS

1. THE FINANCIAL MANAGEMENT POLICY : FINANCIAL PROCEDURE

- In our administration there is a Treasurer who is also a **Trustee** of Motheo Training Institute Trust that looks after the treasure of the **Trust**. This person is responsible for daily administration of the **Trust fund**.
- The policy, therefore, stipulates that each and every cent that is being received or spent must be recorded. Should there be any problem related to finance or cash flow-the person responsible shall be held accountable for mismanagement of funds. The reason being that, the Treasurer is our internal Accounting Officer that is supposed to take care of finances. This person is responsible to do our bookkeeping, financial recording as well as liaising with our **external registered independent Auditor**.
- Should our administration with our internal Accounting Officer encounter challenges and bottlenecks, they must immediately communicate/report that to the **Director** and the Director report to the **Board of Trustees**. If problems encountered are not reported, the Accounting Officer will be therefore liable as s/he is accountable for the administration of the finances and as such the Board of Trustees will look into possible course of action to be taken against the transgressor and appropriate to the transgression committed.
- Should member(s) or employee(s) of the **Trust** be in need of money, to further the **Trust** operations, interests and objectives, must approach the administration where issues that have to do with finances are handled. This is done in a manner that guard against misappropriation of funds. There are forms that need to be filled in before the money is released. Forms such as: Monetary Requisition Form with motivation. The administrators know exactly what money can be released for. For that, they are armed with necessary criteria.
- Should the amount needed exceed the limit, then administrators must refer the matter or request to the **Board of Trustees** via the Director.
- In case of assets, there are as well forms that need to be filled in. Forms such as: asset Control Form with motivation. If the administrators find it difficult to release or give assets to members in need- the matter should be forwarded to the **Board of Trustees** via our Director.

2. THE FUNDRAISING POLICY: FUNDRAISING CRITERIA

- This is the responsibility of the internal Fundraiser, who is employed for such purpose and working closely with Human Resource Manager and Director. This is more of the team that is entrusted with responsibilities to strategize and formulate ways which will enable the **Trust** to accumulate funds for its operations. The Fundraiser is as well responsible to prepare and write funding documents/proposals and reports writing for accountability. Therefore, fundraising is done in the following fashion: engagements of possible potential funders on Government, Parastatals, Corporates, Tuition Fees, and activities that are geared towards the Trust accumulating funds.



- Should the **Trust** experience difficulties in securing funding for *its* operations, **the Director** must provide a clear detailed report to the **Board of Trustees** to look into the matter, for it is the Board's responsibility to lay out policies, procedures and strategies that are geared towards the **Trust** meeting its long and short term goals. The direction and vision of the Organization depends upon the **Board of Trustees**.
- As we are registered as a **Public Benefit Trust**, we largely depend upon funders though one of our aims is to achieve self-sustainability. Fundraising need to be done in the manner that does not compromise the principles, policies or what the Trust stands for. In so much that we are aware that most of the funders with their criteria, fund what is in line with their Social Responsibility Policy- not what is in line with our business focus. Therefore, our Fundraiser is skilled and s/he is being advised not to conform on any offer or conditions that might compromise what is of the Trust.
- The Trust shall engage itself in pursuance of tenders and other legal fundraising schemes.
- The Trust should also look into possibilities of creating reserves fund, and endowment fund for its operations through possible safe investments.

3. THE EMPLOYMENT POLICY: RECRUITMENT AND APPLICANT PROCEDURE

- Our policy stipulates that in recruiting or staffing, we must ensure that **Gender and Equity Act** is followed as to guard against any discrimination based on race, colour, sex, religion, etc.
- Thus, all applicants must apply and contest for vacancies advertised. All the posts, vacancies available are advertised as to guard against nepotism and despotism- unfair practices.
- This has led in us conducting fair balanced interviews as to choose potential innovative candidate. Successful recruits are filling in **“Employment Agreement Form/Contract;”** whereupon conditions and terms that regulate their employment or voluntarism conditions are spelt out.
- The policy states that all new recruits must be taken into **“INDUCTION COURSE”** as to orientate them about what is of the **Motheo Training Institute Trust**.
- Job must be defined in accordance with expertise and skills required as advertised. If need be, recruits can be given in- service training or an external one as for them to qualify for a specified job. Part of their orientation is that of explaining their rights and procedures the organization has in place.



4. THE COMPENSATION POLICY: INCREASE, INCENTIVE, DECREASE AND PROMOTIONAL CRITERIA

- Members/employees of the **Trust** in their respective portfolios can be promoted as determined by the **Board of Trustees** in collaboration with the Director in terms of the employee(s) or member(s) commitment to job performance, creativeness and accommodative human relationships within and outside the organization to all and sundry.
- Compensation, salaries can, depending on favourable economic conditions, be discretionarily increased as and when financial resources are available. As stated upon employment and engagement that, should adverse conditions prevail beyond the Board's capacity to contain such ...resulting in the decline of income, rather than retrench staff, the organization's policy dictate retention of staff with a temporarily reduced salary until such time that finances of the organization are re-adjust to normal budget whereby normal salary payment shall be resumed.
- Volunteers, whom we regard as Managers not slaves, are as well treated as staff. Hence, they are paid discretionary honoraria and financial stipends depending on the availability of financial resources.
- Should employees wish to bargain for any increment, incentives, and promotions and/or be not satisfied with decrease of salaries they should follow appropriate channels as stipulated in our policies and procedures.

5. THE GRIEVANCE AND BARGAINING POLICY: PROCEDURE

- In this regard, we endorse the **Labour Relations Act** that regulates the bargaining and grievance procedures, as that is the legitimate rights of employees. What cannot be tolerated are illegal bargaining's or manners of demanding whatever the grievances might be.
- Should workers or employees of the organization fail to adhere to these Labour Regulations and as well as their rights, procedures which were explained upon their orientation-penalties will be imposed should the said laws be transgressed that could also include dismissals.
- However, grievances can be met depending upon possibilities of availabilities of what is demanded. These are negotiable. Moreover, we do have a job analyst and review committee entrusted with the duties and powers to look into employees, learners/clients needs and circumstances/matters that effect organizational employee's performance and satisfaction.
- As the Review Committee meets once in the year and Job Analysis as well conducted yearly, there is an **HR. Manager** who is on daily basis available at the work station; employees should raise concerns/grievances with her/him whenever they have such...



(i) STEPS INVOLVED IN GRIEVANCE PROCESS:

STEP 1:

- Written complaint must be lodged by an aggrieved party to the relevant personnel and/or structure.

STEP 2:

- A relevant personnel and/or structure must acknowledge receipt of such a complaint and try to resolve the said complaint within **7 working days**.

STEP 3:

- If the aggrieved person feels that the complaint is not being dealt with in a satisfactory manner, s/he has a right to appeal.
- The appeal should be in writing and directed to the Directors and such- an appeal should be lodged within **48 hours**.

STEP 4:

- The Director must acknowledge receipt of such a complaint and try to resolve it within **21 working days**.

STEP 5:

- If the complaint is not dealt with accordingly and to the satisfaction of the complainant –then the aggrieved person has a right to refer this matter to the **Board of Trustees** and should still not be satisfied, then the matter can be referred to the relevant Mediation and Arbitration institutions.

(ii) STEPS INVOLVED IN BARGAINING PROCESS:

STEP 1:

- A letter of intent with a document detailing bargaining issues must be submitted to the relevant personnel or structure.

STEP 2:

- Relevant personnel or structure must acknowledge receipt of such document and serve the concerned parties with a response and suitable dates for discussion or negotiations within **21 working days**.

STEP 3:

- If concerned parties fail to reach an amicable decision, such matter should be referred to the **Board of Trustees**.
- The Board of Trustees would acknowledge receipt of such submissions and try to convene an appropriate meeting where all issues raised would be discussed or negotiated. This must be done within **30 days**.



STEP 4:

- If internally they cannot come up with an amicable solution or negotiated settlement, then they must seek for an external intervention.

STEP 5:

- Failure to reach a decision which is on a compromise principle and satisfactory to all, then the matter should be referred to Mediation and Arbitration institutions by a concerned party.

6. THE DISPUTE RESOLUTIONS POLICY: DISPUTE RESOLUTION CRITERIA

- Our approach in this regard is that the problem must be identified and defined. After having defined it, we need to provide a list of possible solutions and explore them. Once that is done, action needs to be taken as to implement the given solutions- and another step will be determining the impact of the solution to the problem: that is, is it realistic and workable. Should it be not workable, we need to start afresh by re- identifying and redefining the problem till such time that the given solutions are implementable and workable. Thus the problem is solved.
- This is what we believe in as the organization in terms of, solving problem(s). Therefore, the above- mentioned processes are crucial to be engaged in to handle disputes.
- In case of offences committed by members of the organization, whilst on duty or offences committed off duty that might jeopardize the image and status of the organization, the following procedure need to be followed:
 - Complaint against the member(s) must be lodged.
 - Formal warning.
 - Dismissal.
 - Appeals.
 - Summary dismissal.
- * At least first verbal warning must be given to the person who committed the offence.
- * This must be followed by two written warnings if the offence/s is/are committed again regardless of the nature.
- * The final written formal warning must be given as well if the offence is committed again-and that could lead to suspension or dismissal, depending on the seriousness of the offence committed.
- Note, should the above stated policy and procedures be ignored or contravened by the organization, the organization can be held accountable. For that, the discipline that is being instituted is unfair. Therefore, penalties cannot be imposed if the said policy and procedures are not followed.



7. THE NOMINATING CRITERIA POLICY: NOMINATING PROCEDURE

- Nomination of people for organizational specific task is based on the competency and the desire to do what would be of interest to the organization. In furthering the organizational aims and objectives people are approached based on specializations and expertise before the job can be allocated and defined. Further on, nominees are required to fill in “Agreement Form(s)”. Should there be any need for the organization to outsource; the very same said procedure will be applicable.
- These nominations are departmental; otherwise, outside the organization, should people be in need of vacancies, there is a recruitment procedure that is stipulated in **point 3 of the policy** –that clearly states that each and every post that might be available should be advertised as to guard against nepotism and unfair practices.
- It should be also remembered, that though these nominations are discretionary by the Board of Trustees, people are, however, still nominated democratically depending upon their expertise and interest.

8. THE ADMINISTRATION POLICY: INFORMATION MANAGEMENT PROCEDURE

- Having a proper infrastructure and offices all equipped with necessary technological accessories, it becomes compelling to have sound filing, record keeping systems.
- Thus, our record system consists of the following:
 - ❖ Learners or candidates enrolled with us:
 - Application Forms.
 - Types of learning programs they have applied for.
 - Unit Standard and/or Qualifications completed and incomplete.
 - Number of successful and unsuccessful learners.
 - Baseline assessment tools or forms.
 - Formative assessment tools or forms.
 - Summative assessment tools or forms.
 - Number, Gender of facilitators.
 - Number of assessors and moderators.
 - ❖ Founding documents
 - ❖ Financial documents
 - ❖ Organizational Vision and Mission Statements.
 - ❖ Organizational History.
 - ❖ Organizational Profile.
 - ❖ Profile of Staff and their resume.
 - ❖ Organization that we network with.



- ❖ Funders and donors that support us.
- ❖ Miscellaneous.

- In a nutshell these are what our administration entails in terms of information management and these responsibilities are allocated to the administrator who possesses expertise on these areas of expertise.
- Filing and record keeping is done manually and electronically. All this information, be it on the discs or files are kept in well safe and secured place.
- All members of the organization with their respective job descriptions ought to approach administrator when in need of anything or information pertaining to the organization. All are required to fill in associated relevant forms as per our administration policy and procedure.
- Basically, this is how we manage information and other related aspects of administration.

9. THE ASSET STOCK CHECK CONTROL POLICY: PROCEDURE

- Material and assets of the organization are regularly and constantly checked whether they are still on the right condition and controllable. There is a person who is working closely with our Caretaker that checks and control assets and keys for the organization. Adequate asset check control tools are being developed by our Quality Assurer in conjunction with our Review Committee- and these tools are being evaluated and moderated by our internal Quality Validator in conjunction as well with Review Committee. Persons responsible for asset check control, including our Caretaker are trained and workshoped on how to check and control keys and assets using developed tools.
- Therefore, there will be no excuses for persons responsible in the event of losing, damaging and misusing the assets. Thus, should there be any damages or losing the assets, a clear explanation, and penalties may be imposed onto the person concerned. This is regarded as a serious offence; therefore, its punishment is severe as much as the case may be serious.
- It will also depend on how much the damage is and how much it will cost the organization and as well as what is lost. Should it have serious economically related implications to the organization, the matter may be referred to **SAPS** for investigation, for that, it is a criminal offence. In the event of such cases, immediate suspension may be imposed pending investigations.
- Loosing and damaging of assets that are not of serious nature depending on the size of the damage, person responsible may be liable and therefore forced to pay for the damage that they might have caused.
- As assets are regularly checked and controlled, the aim is to ensure that what is of the organization is of quality and comfortable for use by our clients and members of the organization. All the problems experienced and encountered in checking and controlling the assets must be immediately reported to Human Resource Manager, who will, in turn, liaise with the Director and Financial Department, provided that there is a need to buy or fix the



assets. This is mostly done with the purpose of enabling our Financial Department to make follow up on the assurers since most of our assets are under insurances, based on the guarantee and nature of insurances.

10. HUMAN RESOURCE DEVELOPMENT POLICY

INTRODUCTION:

Our Human Development Policy is informed by the Organizational Philosophy stating that Employees/Workers, members of the Organization are human beings before they are functionaries of the Organization and they possess rights and natural needs entrenched in the Constitution of Republic of South Africa. The Policy does take a close observation to Labour Relation Act and Adhere to the Basic conditions of Employment Act and Equity Employment Act as well as other relevant laws of the land.

POLICY PURPOSE AND STATEMENT

PURPOSE:

The purpose of this is to describe procedures, processes, criteria and etcetera, for the management of staff development in the Organization and for the guidance and support of employees and/or learners/clients-recipients of our services. The policies further seek to eliminate the undesired situation, unproductive behaviour and tendencies that might serve as impediments towards the **Trust** realizing its aims and objectives.

Therefore, the policy does recognize that, often the internal public (members/employees of the Organization are neglected and not properly catered for in terms of their needs. Of which that is exactly what hampers productivity. In recognizing that, the policy does look into the following needs of employees:

- Eccentric Needs
- Incentric needs
- Critical skills needed for performance in terms of functions
- Academic needs
- Socio- economic needs
- Health & Welfare needs
- Control and Management of Peak performance

This is what the policy focuses on-and this is in line with the Organizational Trust Deed and Constitution in terms of powers delegated to the Director by the Board of Trustees.

POLICY STATEMENT:

It is the norm and a principle within **Motheo Training Institute Trust** (Organization) to look into human beings (Employees) behind the activities and operations of the Organization, as to cater for their well- being and development. This document, therefore shall serve as a guide geared towards the Development of Human Resource and as a means to contribute to equitable growth and Development.



RECRUITMENT AND APPLICATION PROCEDURE

Our policy stipulate in **point 3 of this policy document** that in recruiting or staffing, we must ensure that Gender and Equity Act is followed as to guard against any discrimination based on race, colour, sex, religion, etc.

Thus, all applicants must apply and contest for vacancies advertised. All the posts, vacancies available are advertised as to guard against nepotism and despotism- unfair practices.

This has led in us conducting fair balanced interviews as to choose potential innovative candidate(s). Successful recruits are to fill in “**Employment Agreement Form**”, whereupon conditions and terms that regulate their employment or volunteerism conditions are spelt out.

This policy state that, all new recruits must be taken into the “**Induction Course**” as to orientate them about what is of the Organization.

Job(s) must be defined in accordance with expertise and skills required as advertised. If need be, recruits can be given in –**service training or external one** as for them to qualify for specific job. Part of their orientation is that of explaining their rights and procedures the Trust has in place. As explicitly, explained in this QMS.

DETERMINATION OF CAPACITY BUILDING FOR HUMAN RESOURCE DEVELOPMENT AND OTHER RELEVANT NEEDS

As **Motheo Training Institute Trust**, we believe in people investment. For that, investing in people shall translate into maximization of productivity- and productivity into profitability. This type of investment/approach requires the following:

- Continuous evaluations of skills and its impact to the performance of functions.
- Continuous job-analysis to determine the relevancy of job/function performed and need for job vacancies- and development of appropriate job ambit/descriptions.
- Continuous in-house capacity building training.
- Continuous skills Audits for determination of critical skills shortage and type of training needed
- Continuous SWOT Analysis for determination of:
 - Strength
 - Weakness
 - Opportunity
 - Threats

And this will enable the **Trust**, particularly Human Resource Development to formulate an appropriate action plan. Having stated the pre- requisite to realize the efficient and effective performance in terms of the distinct functions of the Human Resource personnel, one has to have Mechanisms and instruments that will inform what is it that is required in terms of capacity building or on which areas of skills and acknowledge that our personnel/staff need to be capacitated on.



APPARATUS, INSTRUMENTS AND MECHANISM THAT INFORMS THE HUMAN RESOURCE DEVELOPMENT

It should be noted that, within **Motheo Training Institute Trust** (Organization) there are personnel/functionaries that are entrusted with various specific duties that would enable the Organization to realize its goals. In this regard, our Human Resource Manger with his/her delegated powers must ensure that **Human Resource Personnel** is continuously developed. For that, we believe that Human Resource is very essential Resource that needs to be natured, cared and supported holistically.

Therefore, apparatus, instrument ought to be developed and administered by our job analyst who is also a Human Resource Manger for gathering information pertaining to staff development. For that, the development of employees/staff must be informed by factual and authentic information-not just an abrupt baseless exercise. Instead, it is a process that needs to be done gradually and systematically. The development of staff/employees has financial implications that need to be taken into account.

These apparatus, instrument form the bases of our mechanism with regard to Human Resource Development.

Thus, the following techniques and/or studies/audits are carried out on quarterly basis, unless otherwise:

- Job Analysis
- Skills Audits
- SWOT Analysis
- Interviews

Given the above –mentioned activities in relation to the capacity building, appropriate tools are also being developed to document information and evidence- and that is what informs our Human Resource Development Department on what ought to be done. This mechanism, help a lot and this manner members/ employees are constantly consulted on aspects of development that adversely affect their performance, including their needs.

This process is called **participative management**, thereby, employees feel that they are of the Organization and a sense of ownership is developed.

PARTICIPATIVE MANGEMENT IN RELATION TO HUMAN RESOURCE DEVELOPMENT

As described in aforementioned paragraphs, we also embraced a believe that each employee is a leader in his/her own rights and as such s/he is expected to take a lead/control in performing duties that are in line with their job description. This belief does encourage employees to be creative and inventive not only to confine themselves or limit their abilities and potentials in their job descriptions.



Thus, all employees/members of the organization are invited to come –up with ideas that would take the organization forward – and once an idea is selling, the concerned individual receive an appreciation and/or token of some kind, depending on the availability of resources.

This methodology, works effectively only when employees are constantly informed about the development and consulted in decision-making process.

Through participative management and allowing employees to be in charge or participate fully and meaningful to their development, enables them (employees) to devote their time in the organization constructively and thus tendencies of unproductive behaviour are eliminated.

PERFORMANCE MANAGEMENT

The principle in terms of performance management is that employees ought to be sensitized and made aware that each action and performance in their respective duties does have consequences.

Consequences that are positive lead to proper recognition and reward-taking the Organization forward. On the other hand, consequences that are negative may lead to **undesired actions-disciplinary measures** and ultimately dismissal. For that, any breach or poor performance is viewed on a serious light and may constitute an offence.

Therefore, it is these reason that make the performance of each and every employee in their respective positions to be constantly assessed, evaluated and managed.

To encourage **peak performance** the following are provided as means of support and motivation:

- Recognitions, rewards and promotions, including gift in-kind or monetary incentives.
- Training and/or capacity building.
- Invitation of motivational speakers.
- Performance bonuses.
- Performance Certificate.

All these incentives are discretionary and depended on the availability of resources.

In order to realize the effective management performance of the employees the following evaluations/assessments are compulsory and should be conducted:

- Monthly evaluations/assessments.
- Daily activity note books should be filled in by employees, stating what is it that they have done during the day- and these note books would be checked on monthly basis by our HR Manger.
- Individual employees should also state the challenges that they have experienced in daily operations, in the tools that are provided.

For proper management of the performance of employees, the employees in charge of various projects and/or activities are required to provide the following reports to the Director:

- Routine Report
- Progress Report
- Feedback Report
- Evaluation and Assessment Report



In this Human Resource Development policy, we believe that we have addressed all essential elements of management of Human Resource and performance of Personnel, which are:

- Direct
- Control
- Organise
- Plan

We are of the view that, the Development and performance of employees should be planned, controlled, organized, directed and administered in order to realize smooth running of the organization - and also realization of productivity, profitably and sustainability.

With this Human Resource Development and/or performance Management policy and procedure, we seek and attempt to attend to the needs of the employees and that of **Motheo Training Institute Trust**, striking a balance in between – and eliminate elements that might hamper productivity. For that, we value and regard Human Resource personnel as highly as essential resource.

11. MONITORING AND REPORTING POLICY: PROCEDURE

MONITORING

Our monitoring system and/or mechanism consist of monitoring field visit officers that monitors the implementation of trainings on the sites, (these field visit officers are quality assurors). Monitoring officers are made-up of Assessors, Moderators and HR Manager. These officers are also members of the **Review Committee**. They check on the performance of the staff whether things are being done right and what we offer is of quality.

Monitoring officers are provided with developed tools; these tools are constantly evaluated and moderated with the aim to determine whether they are still relevant for the purpose thereof. Further on, these **Field Visit Officers** work closely with the **Training Facilitators**, so, they know exactly what should be done and what outcomes must be met within the Unit Standards and/or Qualifications that **Motheo Training Institute Trust** is providing to its clients.

Moreover, everything that is of **Motheo Training Institute Trust** is subject to Quality Checks and periodical evaluations and reviews which ought to be conducted on stipulated timeframes by a **Review Committee**. Much that, every structure reflected in our **Organogram** and each employee, including the Director, in charge of projects and/or assignments should produce relative reports.

REPORTING

Our reporting system consists of the following types of reports; Training reports, Field visits/Quality assurance reports, Assessment reports, Moderation reports, Financial reports together with Audited Financial Statements, Director's report which speaks to all the activities, programmes, projects, achievements –challenges and assignments undertaken and lastly Board of Trustees reports, including Annual ones, which must be submitted to the **Master of High Court**.



All these reports and subsequent meetings-minutes held must be in writing to keep them as proper records of **Motheo** for at least a minimum period of **three years** and maximum period of **five years**.

Therefore, employees and including the Director in charge of various projects activities knows exactly how and who to report to, as that is indicated in our Organogram. So, we do have etiquettes, protocols and red-types that need to be followed and adhere to.

The reporting process is in accordance with our **Organogram**.

Furthermore, as we are learner/client centred, most of these **red-tapes** do not apply to learners, for that, we know that they might make it difficult for learners to lodge their complaints or grievances.

It is this reason that made us to allow our learners to report directly to our review committee and this does not necessarily mean that procedure must not be followed.

Procedures are that, learners must put their complaints or grievances in writing, but if they cannot write or read they must be at least accompanied by a person who can write or read from the community or relative to present their complaints to the Review Committee, HR Manager and Director.

Such complaints by learners or any other person and/or institutions shall be handled with diligence, sensitivity and confidentiality.

In all cases or complaints presented before **Motheo Training Institute Trust**, merits and circumstances which are backed-up by prim facia evidence should always be looked at when handling or dealing with cases reported.

This manner of handling cases as entrenched in this policy does help in enabling the organisation to guard against situations that could compromise the dignity of either a complainant or the alleged perpetrator when addressing cases reported.

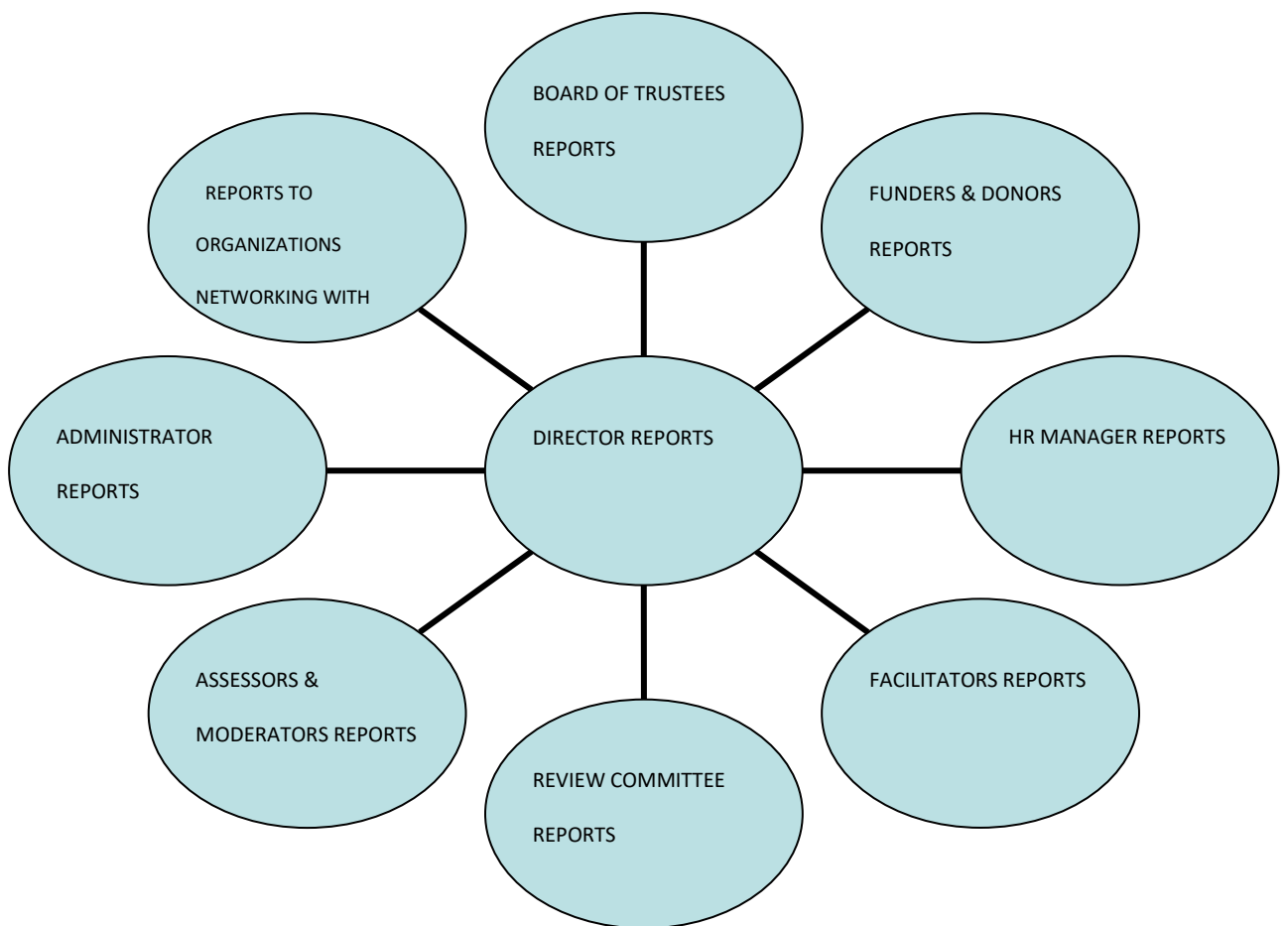
Our practises, particularly this procedure is demanding that, we should always observe and do things in the spirit and letter of the **Constitution of Republic of South Africa**.

Thus, the protocol in terms of reporting process is as follows:



CHAIN OF COMMAND

MASTER OF HIGH COURT AND OTHER RELEVANT STATUTORY INSTITUTIONS





All these procedures of reporting process are geared towards an enabling the Organization to meet quality in delivering education, training and development services and to meet high levels of satisfaction of our learners/clients in services delivered.

In all activities, meetings, programmes that are based on our day-to-day operations of the **Trust**, the must be a report delivered in accordance to the above-mentioned chain of command and/or reporting mechanisms. Hence, each and every member of the Organization is encouraged to have personal individual file where such minutes and reports are kept for his/her referral. This is enforced by our Human Resource Manager through inspection that is conducted when and where necessary.

12. SEXUAL HARASSMENT POLICY

In this regard, we view and define Sexual Harassment as it is defined in terms of expectable definitions in the **Act** and other **legislations** as it currently stands in South Africa.

Therefore, Sexual Harassment refers to inappropriate touching, sexual psychological comments, fraternisation of staff members, giving promotions and incentives in exchange of sex, employment in exchange of sex and sending of sex images using technological facilities such as mobile phone, internet and etcetera. These forms of sexual harassment could be physical, emotional, psychological, social and economical –and these include male –to-male, female-to –male and female- to- female and/or either way.

As Motheo Training Institute Trust, we demand that, there should be Non-fraternisation to other staff members and any form of inappropriate sexual behaviour or any form of sexual harassment within the organization and as such all staff members and the Board of Trustees are totally prohibited to behave in this manner.

We further commit ourselves in doing absolutely everything within our powers that a conducive and an enabling working environment is created, free from sexual harassment and discriminations based on one's sexual preferences and/or gender.

Therefore, any transgressions and sexual inappropriateness or sexual demeanours is viewed in a serious light and consequences thereof, could lead into instant dismissal and criminal charges.

13. HIV/AIDS POLICY

Motheo Training Institute Trust is committed in upholding non-discriminatory principles with regard to HIV/AIDS and in terms of this policy the following is prohibited:

- Refusal of employment opportunity based on one's HIV status.
- Discrimination based on HIV status.
- Refusal to cooperate with other colleagues based on their HIV status.

All employees and/or members of Motheo Training Institute Trust shall treat each other with reciprocal respect regardless of one's HIV status and accordingly all employees will be given tasks



equally as stated in the statement of work stipulated in their contracts of employment without giving any preferences based on their HIV status.

Therefore, violations of this policy and disregard of its spirit and letter shall be viewed in a serious light and consequences thereof, could lead to dismissals.

14. PROCUREMENT AND EXPERTISE OUTSOURCING POLICY:PROCEDURE

Should **Motheo Training Institute Trust** wish to use the services of any person or institution with the required skills and/or expertise of which it does not have amongst its personnel, the following procedure will be applied:

- Such skill and/or expertise shall be identified by the Director in consultation with the HR Manager after which such identified person/expert/institution shall be approached with a proposal to offer his/her /its services in terms of an agreement to be negotiated.
- Should an identified person/expert/institution be interested and negotiate with designated official (s) of the **Trust**, the terms of reference shall be reduced to writing stating, amongst other things, the nature and type of the contract and the amount to be paid.
- Once a voluntarily negotiated and entered into agreement/contract has been finalised to the mutual satisfaction of either party, then such agreement /contract shall be signed by duly authorised person(s)/official(s) designated for such purpose by either party as well as witnesses.
- This agreement/contract shall, on signing become binding and any changes which were not agreed to and not reduced in writing, shall not be binding on any party and there shall be no informal arrangement entertained.
- However, should any party wish to amend, cancel and/or add any clause, then such party shall reduce such in writing in a form of a proposal and send such to the other party to respond within **30 days** from date of receipt within which discussions/negotiations should be undertaken.
- The person(s)/expert(s) or institution(s) agrees and undertakes to return any information, whether electronic or in print and/or assets belonging to the Trust (Motheo) after the completion of the agreement/contract.

In outsourcing the expertise, the personnel and/or institutions contracted should be of credible, integrity and acceptable stature.

Outsourcing of the expertise is not confine and restricted to the shortage of expertise amongst our personnel- but it could also be informed by the amount of work load the Trust is having and/or lack of capacity.



Therefore, outsourcing of the expertise should be done in a manner that does not compromise the integrity, values, constitution, and policy and contradict the interest of **Motheo Training Institute Trust** and its **beneficiaries**.

Thus, procurement of outsourcing expertise should be in accordance to the above described procedure and any transgressions thereof, are tantamount to fraud and as such consequences could lead to dismissals and instituting of criminal charges.

15. LEARNING PROGRAMME POLICY

The purpose of this policy is to ensure that quality in our programmes is sustained, maintained and managed for the credit bearing programmes/Unit Standards and/or qualifications and Non-SAQA registered programmes (skills interventions through short courses) and is to serve as a guide in learning programme design, development and delivery.

Therefore, the procedures in designing, development and delivery are categorically hereunder as stated and as such non-adherence to these procedures are viewed in a serious light to such an extent that transgressions might lead to serious disciplinary actions, including dismissals:

a). Learning Programme design and development(Curriculum development policy: procedure)

First and foremost, as our learners focused needs changes constantly, we therefore conduct researches constantly as to determine learners needs(**learner needs analysis**) and in conducting such researches, we engage the expertise of experienced personnel, be it internal or external personnel and they are provided with appropriate designed and developed tools, such as; questionnaire, etcetera. Coupled to that, the **Trust** engages the funders to assist in financing this exercise and at times the **Trust** does incur the costs, depending on the magnitude, depth and extent of the research to be undertaken.

Based on the findings of the research, we then engage our **curriculum developer** who is responsible for designing and development of learning programmes and being assisted by the entire staff. For the programme to be developed, a research needs to be conducted as to determine the needs of our clients/learners (**beneficiaries**).

The programme needs to be in line with the **SAQA-NQF** requirements if is credit bearing and if is non-credit bearing, it also needs to conform to the **ETDQA Act** requirements –and thereon, it should be within our principal, principle core business and not contradict the organizational aims and objectives before it can be approved by the **Board of Trustees**. Once it is approved, it must be submitted to **the ETDP.SETA** for accreditation and/or approval.

Once these processes are being taken into cognisance and followed to the latter, it is then that another process will come. That process will be that of rolling-out the programme to the targeted intended beneficiaries (**learners**). For that, the programme shall have been adaptable and practical to the focused needs of learners.



The drive behind development of learning programme is to meet the needs of learners-beneficiaries, as this procedure is informed and underpinned by our belief in **people centred approach or development.**

b). Learning Programme Delivery

As **Motheo Training Institute Trust**, we believe in quality and as such, once developed learning programmes are accredited and approved by the **EDTP.SETA**, it becomes an integral essential part of this learning programme delivery procedure wherein all permanent employed and/or contracted qualified, experienced and suitable personnel are obligated to observe **SAQA-NQF** and **ETDQA requirements** in delivering learning programme.

Staff responsible for delivery of learning programmes comprises of facilitators, assessor and moderators amongst others as depicted in our organizational **Organogram** and they are armed in their delivery of learning programme with the following tools:

- Learner's manual guide.
- Facilitator's guide.
- Assessment tools.
- Code of conduct for learners, assessors, moderators and facilitators.
- Appeals system.
- Enrolment and
- Guidance and support.

These suitable human personnel, shall always up-front provide learners with their rights as the EDTQA Act and other relative SAQA legislations demand.

Adherence to this procedure is so crucial in a sense that, it enables **Motheo Training Institute Trust** to maintain, manage and sustain quality in service delivery and in meeting learners' levels of satisfaction.

Therefore, non-adherence to this procedure is viewed in a serious light to such an extent that perpetrators should face serious disciplinary actions taken against them and that includes dismissals.

c). Evaluation of Learners satisfaction levels with regard to learning programmes

Evaluation of learner's satisfaction is compulsory and should be done upon completion of each and every **training learning programme**. The learners should be given an opportunity to evaluate us in terms of the training that was presented to them and in turn their level of satisfaction is measured in the following manner:

- Are the 3 levels of competencies being met (foundational competency, reflexive competency and practical competency).
- Have the programme met their expectations.
- Are the set outcomes being met?



- Is articulation being realised.
- Does the programme address further learning opportunities in terms of career path?

Tools to be used in this process are; questionnaires, interviews focused on individual needs and challenges.

The self-esteem is always derived from the ability of an individual learner to cope with his/her situation, particularly, academic situation and to us as **Motheo Training Institute Trust** that is satisfaction of the learners.

Therefore, all personnel involved in the delivery of training, should observe this procedure, for that once it is ignored, then the training would be no longer learner centred -but Service Training Provider centred and ignorance –disregard of this procedure is viewed in the serious light to such an extent that it could lead to serious disciplinary actions, including dismissals.

d). Post training support offered to learners

We provide continuous support to our learners, even after they have exited the learning programme and that is done for the following purpose:

- Promotion of life-long learning.
- Promotion of participatory citizenry.
- Promotion of an informed citizen (information is a tool and catalyst for mankind development).

This purpose is facilitated through our involvement in lobbying and advocacy for their (learners) sectoral empowerment, with respect to comprehensive packages, recognition of the achievement, assistance in terms of job- placement and etcetera.

Therefore, learners are encouraged to seek any help from Motheo based on their emerging challenges and should help sought be not within the means of the Organization, then Motheo can engage its network in attempting to assist learners.

Learners who have field to meet the level exit outcomes of the learning programme, they are offered post training counselling. For that, we believe that failure is success turned upside down. It is a learning curve.

This procedure with respect to learner support speaks to admission criteria and alternative access in learning programmes offered and/or bridging process.

16. Learner support Policy: Procedure

All personnel involved in training delivery, they should always support trainees prior, during and post training by adhering to the procedures stated herein and that should be in line with the requirements – guidelines of **SAQA-NQF** related legislations and in accordance with **EDTQA Act**.



i). Admission criteria

All learners should apply as applicants to be admitted in the learning programme by filling in an application form and once their applications are successful, they are further required to fill in the following forms:

- Baseline Assessment form (RPL Assessment)
- Learner's contract and
- Code of Conduct

This type of baseline assessment and/or RPL is offered with the intention to determine the skills, knowledge level of learners and so that placement could be in accordance to what they have applied for and is not for **credit awarding** and unsuccessful learners are offered the following support:

- Counselling
- Recommendation to take another bridging course

Once the above criteria is satisfied, then learners should sign learner contract and code of conduct provided- committing themselves that they would attend the training programme as scheduled till its completion.

ii). Alternative access and/or bridging process

Even if learners do not qualify to be placed on a particular NQF Level Qualification/ Programme they have applied for, we do not turn them away; instead we provide support to them as to bridge the gap.

We offer one- on- one support and encourage successful learners to join group studies and offer specialized **non-credit bearing courses** designed, particularly, for their level till such time they qualify to be placed on a qualification and/or Unit Standards they applied for. For that, learners are assessed against a certain specific outcome with associated assessment criteria of the Unit Standard which are registered within **NQF**.

Thus, the assessment must be Unit Standard based as stipulated in our Assessment Policy and RPL Assessment Policy.

III). Support provided during the course of training

As we have embraced the principles of **outcome based education**, we should then conduct formative assessment, whereby learners during learning/training sessions are engaged in group discussions, role-play as for them to learn by themselves and have their own understanding of things. This engagement helps **training facilitators** to determine their understanding on the subjects given. Behavioural observation, daily review/ revision is as well provided.



Further on that, the following are being provided as remedial measures to assist learners on their areas of weaknesses and this type of support helps to enable learners to complete their learning programme:

- One – on- one consultation
- Field visit support service
- Peer support service
- Telephonic inquiry information support and
- Counselling

In terms of this learner's support policy, all personnel involved in training are expected to showcase full adherence and failure to comply constitute an offence punishable in terms of disciplinary code of conduct.

17. Certification policy and procedure

In this regard, we are guided by **SAQA-NQF EDTQA Act** and accordingly, we will always certify the learner's competency and/or achievement after the **ETDP.SETA** has endorsed the learners' achievements and issued out statement of results based on their competencies.

There shall be no certificate to be issued before the above described process is exhausted.

18. ASSESSMENT POLICY

This assessment policy shall always serve as a guide whenever assessment is rendered and it contains the following contents:

CONTENTS

- 1. ASSESSMENT POLICY**
- 2. MOTHEO TRAINING INSTITUTION TRUST POLICY**
- 3. ASSESSMENT METHODS**
- 4. ROLES AND RESPONSIBILITIES IN THE ASSESMENT PROCESS**
- 5. ASSESSMENT ADMINISTRATOR**
- 6. MODERATION**
- 7. ASSEEMNET FEEDBACK AND COUNSELLING**
- 8. RE-ASSESSMENT**
- 9. ASSESSMENT APPEALS**



ASSESSMENT POLICY

1. ASSESSMENT POLICY PRINCIPLES

The following principles underpin the design and application of all assessment devices used by the **Motheo Training Institute Trust**:

Authenticity: Learners/ clients will be required to authenticate the assessment process by signing each assessment device.

Validity: To ensure the validity of any assessments, the assessment instruments used will be Specifically designed to comply with the specific outcomes of the Unit standard in question. Furthermore, the design of all assessment Devices will follow a clearly defined cycle of events.

Reliability: The provider will undertake to ensure that assessment is both fair and consistent By ensuring that the learner is qualified to undergo the assessment, that the client Is fully appraised of the assessment process, that (at least twice yearly) review Mechanisms are in place and that the assessor is properly qualified, according to **SAQA criteria** to institute and conduct the assessment.

Sufficiency: A learner will only be declared '**competent**' if all the pre-established assessment Criteria have been met. Both the learner and the client will be informed to these Conditions and the process that will be followed in order to achieve competency, prior to assessment.

Currency: Competency will only be achieved if the learner's experience relating to a Unit Standard has been gained and practiced during the two years immediately preceding the assessment.

2. MOTHEO TRAINING INSTITUTE TRUST ASSESSMENT POLICY

The provider will design, deliver and assess training programmes that are Unit Standard based, related to the client's **Workplace Skills Plan** and in accordance with SAQA principles and procedures in order to ensure that assessment is an enabling, rather than, a disabling experience.

To this end, Motheo Training Institute Trust has established policies, procedures and mechanisms to achieve the above stated aims. These mechanisms will ensure that assessment is recognised as an integral part of the learning process and that this principle is both understood and supported by the learner/client. Further to the above, **Motheo Training Institute Trust** will also record and store in secure locations all records of learners' achievements.



3. ASSESSMENT METHODS

INTRODUCTION

All training and assessment interventions will adhere to the following **design delivery cycle**:

- Through discussion with the client and where appropriate, the learner, the required specific outcomes of a given intervention will be established. (Where possible, prior learning will be taken into account at this stage).
- These required specific outcomes will then be formalized into measurable outcomes. The measurable outcomes will be Unit Standard based.
- The training intervention will be designed in order to achieve the above-stated measurable outcomes. This process of assessment will include formative and summative assessment devices.
- Accredited training facilitators and/or assessors will be appointed to deliver and/or assess the training course.
- The contents of the course, including the measurable outcomes and the assessment process will be relayed to client/ learner.
- The learner will be informed as to what to expect during assessment and how to prepare for the assessment, so that s/he is able to cope to the best of his/her ability. Where training is provided by training facilitators, who are not accredited assessors, the facilitators will give information about any support services or material that the learner can refer to for assistance or advice.
- Training intervention and the related assessment devices will be reviewed on a regular basis, i.e. at least twice a year.
- Following the learning intervention, all course results will be duly recorded and where appropriate, relayed to the appropriate SETA.

FORMATIVE ASSESSMENT

Formative assessment devices will be written into the course. They will form part of the overall assessment of the learner.

Formative assessment will occur at designated points in the course and provide an opportunity for:

- The learner to assess for him –or herself the effectiveness of a previous segment of the course so that remedial measures can be put into effect, where these are necessary.
- The training facilitator to assess the effectiveness of the intervention to that point in the course.

SUMMATIVE ASSESSMENT

Summative assessment will take place at the end of training course. A number of assessment devices, including written test and workplace-based assignments will be used. The aim of summative assessment is to determine how effectively the stated measurable outcomes have been achieved and if any remedial work is required.



PRE-ASSESSMENT

The aim of pre-assessment is to ensure that any learners embarking on a given training course are properly equipped to benefit from the course and to achieve the measurable outcomes of that course.

The question of pre-assessment will be discussed with the client before a course is designed or learners are invited to participate in a course. The decision as to whether pre- assessment is needed will be taken at this point.

Where pre-assessment is deemed necessary, **Motheo Training Institute Trust** and the client will determine the criteria, experience or qualifications required by learner's intending to take the course, particularly in respect of the measurable outcomes in question. Prior learning, experience and qualifications will be factors that will be considered. Where deemed necessary, a pre-assessment process will be instituted. This will involve designing a pre- assessment device and establishing the specific measurable outcomes of the pre – assessment. The aims, objectives and outcomes of any pre-assessment will be relayed to the client/learner before the commencement of a course.

To ensure the validity of any pre-assessment and intervention of this nature will be designed according to **SAQA criteria**, will be based around clearly stated measurable outcomes and be conducted by an accredited assessor.

POST ASSESSMENT

Where required or at the request of a client, a post assessment process will be carried out by the Provider. This process will be established through consultation with the client, and the learner and the criteria for post –assessment will be set at this time.

The overall aim of post –assessment will be to determine the medium to long-term effect of any intervention programme, especially in terms of the stated Measurable objectives.

The criteria for post-assessment will state:

- When post-assessment will take place.
- How the post-assessment will be carried out.
- What measurable objective will be assessed
- Who will conduct the post- assessment

RECOGNITION OF PRIOR LEARNING

If required by the client, an assessment of prior Learning will be carried out. Any prior learning assessment devices will be designed to comply with **RPL NQF registered standards/qualifications**, if and where they exist.



The recognition of prior learning will be based upon the assessment approach. This will include obtaining evidence of prior learning through personal interview, employer interviews and learners portfolios, sampling and mentoring of assessors during performance assessment, etc.

The RPL process will be monitored and controlled by **Motheo Training Institute Trust** to include:

- A screening process to check whether applicants are applying at an appropriate level.
- Counselling and support service.
- Candidates support material and guidelines provided by Motheo training institute Trust.
- The necessary assessment requirements.
- The process of moderation.

ALLOCATION OF ASSESSMENT

Competency assessment will be monitored and controlled by the provider, through the use of an accredited assessor.

Where appropriate, **critical cross-field outcomes** will be stated in the measurable outcomes.

Measurable outcomes will be established for every training intervention.

ROLES AND RESPONSIBILITIES OF PARTIES INVOLVED IN THE RPL PROCESS

Responsibility for the RPL process will reside with **Motheo Training Institute Trust**.

At present, the provider is seeking an accreditation with **ETDP.SETA**; however, our assessors and moderators are registered with **ETDP.SETA-ETDQA**.

4. ROLES AND RESPONSIBILITIES IN THE ASSESSMENT PROCESS

ASSESSORS

The provider will seek accreditation as an Assessor at earliest opportunity and will be responsible for registering such accreditation with ETDQA.

Learners and clients will be informed of the accreditation status of the Provider and assessors criteria and requirements will be stipulated and accessible to learners.

As a small organization, **Motheo Training Institute Trust** staff will ensure that at least 3 of the Principal Members are accredited Assessors with the **ETDQA** for the particular Unit Standard that they will be assessing. Where it is necessary to use the services of other assessors, **Motheo Training Institute Trust** will only use or appoint properly qualified Assessors that have been trained and accredited as per **SAQA** requirements. The Principal Members will manage liaising with ETDQA in respect of both the principal member and/or an Assessor appointed by the Principal Members.



Motheo Training Institute Trust further undertakes to ensure that the Assessor accreditation of the Principal Members and any Assessor appointed from outside the Organization, will be current, in that the said Assessor(s) will have update his or her Assessor accreditation by attending workshops and/or refresher course within the previous two years.

Assessors will be required to attend refresher/accreditation courses presented by the appropriate SETA to 'update' their accreditation at least once every two years.

Evidence of Assessors accreditation and details of further course attended will be kept on file by the provider and will be available to both clients and learners.

Feedback from Assessors in respect of learners' performance will be channelled to both learners and clients and learners 'material has been assessed at the time that assessment results are released.

RESPONSIBILITIES

Motheo Training Institute Trust is a small Organization. For this reason the Principal members will perform the roles and functions of both Training provider(s) and Assessor(s) after being properly accredited to do so. Evidence gathering will be organised and supervised by the Principal Members, unless a formal agreement changing this situation is drawn up with a client.

The Principal Member will sign and adhere to the **code of conduct** drawn up by the SETA.

Moderation will be conducted by formally accredited 'outsider', who is not part of Motheo Training Institute Trust staff. The Moderator will be conducted to perform a specific duty.

Where it becomes necessary to make use of the service of an 'outside' Assessor, the contracted Assessor will have to furnish proof of accreditation and have signed the code of conduct.

Even where the service of an 'outside' Assessor are used, ultimate responsibility will remain with the Principal Member, who will ensure that the correct Assessment procedure are carried out, according to the rules and standards set by the **ETDQA**.

Furthermore, the process in place for checking the authenticity of evidence, the instructions that the assessor will receive regarding what to look out for and information regarding penalties for irregularities will be explained to the learners. (Irregularities include such things as providing false evidence or presenting work that is not their own).

To ensure that, the rights of learners are maintained and protected, an **appeal process**, whereby an aggrieved learner can appeal to the Moderator and/or the SETA, will be put in place. This process will be explained to learners before the commencement of all courses.

The appeal process is as follows:

Step 1: The learner can appeal directly to the Provider to discuss the grievance and to go over relevant details of the course and the assessment process.

Step 2: If **step 1** fails, the learner can appeal to the relevant SETA.



MANAGING EXTERNAL ASSESORS

Where external assessors are used, formal contract will be drawn up and signed between the Provider and the Assessor(s).

The contract in question is already been drawn up as a standardized contract, used when contracting assessors, moderators and when outsourcing expertise.

MODERATORS

The Provider will become a formally registered moderator as soon as possible – but at this point in time, we are contracting the expertise of the external moderators.

MODERATORS CRITERIA AND SELECTION

Moderators will be required to be formally registered with the relevant **ETDQA**. We agree to comply with the rules and regulations in this regard as laid down by ETDQA.

MODERATION PROCESS

EXTERNAL MODERATION

External Moderation will be carried out by the **ETDQA**. We agree to comply with the rules and regulations in this regard as laid down by the **ETDQA**.

RESPONSIBILITIES AND ACCOUNTABILITIES

Both responsibility and accountability in respect of moderation carries out under the auspices of **Motheo Training Institute Trust** will remain with Motheo.

LEARNERS

LEARNER QUALIFYING FOR ASSESSMENT

Learners will qualify for assessment after they have completed a course designed by the Provider that complies with the requirements of the NQF/SETA. The requirements in question are:

- The course has been designed by an accredited Provider.
- The course has been delivered by an accredited Facilitator.
- The course must comply with the Specific Outcomes stated in the Unit Standard in question.
- The learner has been informed about-

the outcomes of the course.

the criteria for assessment.



- # his or her rights and responsibilities in respect of the course.
 - # the process in place for carrying out remedial training, where this is deemed necessary.
- Assessment will be carried out by an accredited Assessor.

LEARNERS ASSESSED ON NON ETDQA ASPECTS

Motheo Training Institute Trust will continually update its data base to ensure that all **ETDQA** requirements are met.

LEARNER ROLES AND RESPONSIBILITIES

The learner must have the appropriate qualifications and/or experience to undergo the training in question. He or she must be willing and prepared to undergo the training.

Learners will be informed of their roles and responsibilities – particularly in respect of the assessment process – prior to learning taking place.

5. ASSESMENT ADMINISTRATION

INTRODUCTION

The responsibility of **Motheo Training Institute Trust** is to provide learners with the support before, during and after assessment. Learners' records will be stored and updated by **Motheo** and copies of these will be given to the learners/clients.

Learners will be informed in writing about the assessment process and manner in which assessment result are administered.

ENTRY AND EXIT TO A PROGRAMME

As an independent contractor, the Provider will be appointed on contract by a client/learner. Learner attendance will be determined by the client. Entry and withdrawals from a programme will be determined by the client (in collaboration with the learner).

DURING A LEARNING INTERVENTION IN THE WORKPLACE

Learner support mechanisms will be built into the training intervention. Learner support will, however, be negotiated with the client. The learner will access these mechanisms through contact with either the client (employer) or the Provider.

ASSESSMENT EVIDENCE STORAGE

The type of learner information that will be included in our data base includes:



- Name of learner.
- Address of learner.
- Contact details.
- Details of course taken.
- Date of course.
- Unit Standard completed.
- Date of assessment.
- Venue.
- Learner's employer (where necessary).
- Contact details of learner's employer (where necessary)
- A statement in respect of the learner's competency or non competency.
- Recommendations
- General comments.
- Date appropriate SETA notified of learner's successful completion of Unit Standard.

A record of the above will be kept by the Provider and copy thereof given to the client.

STORAGE OF INFORMATION

All electronic data is stored on computer and is only accessible to the principal member and co-director. 'Hard' copy files are kept in the Motheo Training Institute Trust.

The above-mentioned data is considered confidential and treated as such.

Learning programme material is controlled exclusively by the principal member and co-director. The material is stored on the Motheo Training Institute Trust premises.

Data is stored both electronically and manually (using 'hard' copy).

ASSESSMENT REPORTING

Assessor Reporting

The learner must report back to his/her immediate management/line supervisor the general contents of the course, with specific reference to the required assignment and the manner of assessment thereof.

Motheo Training Institute Trust must report back to the learner's manager/line supervisor with details of the assignment that is to be carried out by learner. The specific duties of the manager/line supervisor in the assessment process must also be fully explained.

The coordination of assessment procedure with the manager/line supervisor, involving the learner, will be carried out by **Motheo Training Institute Trust**.



Feedback from the assignment and workplace-based assignments will be given to learner by the provider.

The Provider will also be responsible for managing the reporting of learner results back to the **ETDQA** and ensuring that the information is question is up-to-date.

ASSESSMENT GUIDES

Assessment guides will be drawn up by **Motheo Training Institute Trust** when developing a learning programme. Control and management of the said guides will be the responsibility of the Principal Member. Where necessary, these guides will be made available to the client, the learner and relevant SETA.

Assessment guides will be securely stored at the offices of **Motheo Training Institute Trust** as possible as necessary.

Motheo Training Institute Trust, which will develop an associated learning programme, will also be responsible for drawing up assessment guides. Similarly, **Motheo Training Institute Trust** will also be responsible to up-dating and/or amending the said assessment guide in line with changes to the learning programme.

It will remain the sole responsibility of the Provider to evaluate comments and/or suggestions in respect of the assessment guide and to decide whether or not to incorporate such suggested changes into the guide.

The assessment guide will provide the basis for assessment and the process detailed in the said guide will be strictly adhered to during the learning process.

Assessors administering a learning intervention will be trained/made aware of the provisions and process incorporated into the guide and will be required to adhere rigidly to the guide.

A separate assessment guide will be developed for each learning programme.

6. MODERATION

PURPOSE

The moderation of training courses delivered by **Motheo Training Institute Trust** will be carried out by a formally accredited Moderator, Appointed by **Motheo Training Institute Trust**, in collaboration with the ETDQA.

7. ASSESSMENT FEEDBACK AND COUNSELLING

KNOWLEDGE OF THE UNIT STANDARD

Both the Principal Member will be familiar with any Unit Standards on which training course are based. Where a facilitator is used, **Motheo Training Institute Trust** will ensure that this person is fully conversant with the Unit Standard in question. Where necessary, formal instruction in this regards will be given.



Where an assessment guide is used, an assessor will be trained in its use.

Unit Standard will be made available to **ETD staff** for reference purpose.

PLANNING THE ASSESSMENT

The assessment process will be integrated into every training programme. Learner will be briefed on the assessment procedure at the commencement of the course.

COUNSELLING AFTER ASSESSMENT

Learners, who fail to achieve satisfactory results, will be counselled by **Motheo Training Institute Trust** and/or the client. The counselling process will be determined beforehand and will be explained to the learners before the commencement of the course. The exact process in respect of counselling will be determined by Provider and client.

COMPLETING ADMINISTRATIVE REQUIEREMENTS

Motheo Training Institute Trust will complete all administrative requirements in respect of a specific training course. All documents in this regard will be stored by **Motheo Training Institute Trust**. Where necessary, copies will be supplied to the client.

8. RE-ASSESSMENT

Learners will **be re-assessed** when there is a dispute over assessment or when required by the client or learner. Re-assessment, in the first instance, will be conducted by **Motheo Training Institute Trust**, after consultation with the client and the learner.

Where a dispute arises, re-assessment will be carried out by a '**neutral**' assessor, appointed in collaboration with the relevant SETA.

ASSESSMENT APPEALS

In the event that the learner submits an appeal in respect of his or her assessment, **Motheo Training Institute Trust** will first determine the exact nature of the appeal through either a face-to-face meeting with the learner, or through direct communication.

The exact assessment appeals process will be determined through consultation with the client when a contract is signed.

Motheo Training Institute Trust undertakes to familiarize the client's and/or learner with appeals process, where this exists, and to adhere to this process when addressing subsequent appeals by the learner.



19. MODERATION POLICY AND PROCEDURE

INTRODUCTION:

All Assessment and moderation interventions will adhere to the following design delivery cycle:

- Through discussion with the client, and where appropriate, the learner(s) can be contacted to validate Assessment and required specific outcomes of a given intervention will be established, (where possible, prior meetings and discussion between assessor and learners will be required as an evidence that assessment process was consistent and rigorous as per **unit standard ASSMTO1**).
- The Moderators should be knowledgeable and/or be subject expert and conduct Moderation as per **Unit Standard ASSMTO 2**
- The Moderation intervention will be designed in order to achieve the purpose of Moderation. This process of Moderation will include giving:
 - Moderator's Report to Verifier
 - Moderator's Results, including recommendation for non-conformance areas to assessors.
 - A Valid and representative sample of Assessments which were moderated according to the **ETDQA sampling criteria**.
 - Give considerations with respect to the Assessors Judgment.
 - Moderator should provide advice and support to the Assessors and Assessment Agencies.
- Accredited Moderators will be appointed to deliver moderation.
- The contents of moderation exercise as per **ASSMTO 2** and the process will be relayed upon-and the assessor(s) is informed as to what to expect during moderation and how to prepare for the moderation.
- The support service or material that the assessors or agencies can refer to for assistance or advice will be provided...
- Following all the moderation intervention, all moderation activities and results will be duly recorded.

The Purpose:

The purpose of this policy and procedure is to ensure that all moderations are conducted in a structured and professional way and that the principles of credible assessment as defined by the **NQF** and **ETDQA** are adhered to.



Responsibilities:

The Director shall be responsible for the implementation and maintenance of this policy and procedure. Yet on the other hand, it will be the responsibility of the **Review Committee** to review this procedure.

The Director will appoint an internal moderator.

Registered Moderators:

The Registered moderators shall be responsible for the activities as assigned to them within this procedure.

Procedure:

The Moderator will develop a moderation plan prior to the actual assessment which will include but is not limited to:

- Verification of the unit standard in terms of fit for purpose.
- Verification of the assessment to guides to ensure conformance to the relevant unit standards and/or qualification.
- Define the scope and extent of the assessment.
- Evaluation of assessment guide check list.

The Moderator shall ensure that, moderation is conducted in accordance with the moderation plan.

The Moderator shall ensure that special needs of candidates have been provided for without compromising the required unit standard and/or qualification.

The Moderator will make a decision regarding the assessments moderated and communicate the outcomes of moderation.

If the assessment decision is not upheld (**because of poor quality of the assessment**) the moderation report together with all assessment documentation is returned to the assessor so that shortcomings will be appropriately addressed and resubmitted for moderation.

If the assessment decision is upheld, the Director will liaise with the external moderator of the relevant **ETDQA** in accordance with the relevant **ETDQA's** Moderation system.

If the external moderator does not uphold the assessment decision, the Director shall ensure that the necessary corrective action is effected and resubmitted to the external moderator.

If the external moderator upholds the assessment decision, the Director or his appointed nominee will communicate the outcome to the learners.

The Moderator will ensure that the records of all assessment are maintained.



Disputes

Any disputes arising from this procedure will be handled in accordance with the Organizational Appeals procedure and dispute resolution procedure.

Conclusion

This Policy and Procedure document shall serve as a guide with respect to moderation -and shall be subject to review on **quarterly** basis by the **Review Committee**.

20. The development, implementation and quality assurance of RPL systems, programme, procedures, policy and services by Motheo Training Institute Trust

RPL POLICY

CONTENTS

1. INTRODUCTION
2. CANDIDATE FOR RPL
3. APPLICATION FOR RPL
4. RPL PROCESS
5. RPL ROLE
6. RPL PRINCIPLES
7. CRITERIA FOR 'GOOD PRACTICE' ASSESSMENT & MODERATION
8. APPEALS AND IRREGULARITIES
9. TIME FRAMES
10. SUPPORT SYSTEMS FOR CANDIDATES
11. EVIDENCE, FEEDBACK & REVIEW
12. RECORD KEEPING PROCEDURE

INTRODUCTION

PURPOSE OF THIS POLICY DOCUMENT

The purpose of this document is to provide for the development and implementation of quality RPL system, services and programmes as an integrated feature of the **National Quality Qualification Framework** in South Africa. Therefore, as **Motheo Training Institute Trust** we adopt and endorse the policy document as developed through a SAQA –led process that include stakeholders participation, public inputs and experts reviews. For that, we were involved in the process of developing this document as **ECD stakeholders**.

These guidelines are based on principles and values, underpinning transformation of the education and training system in South Africa. As such, they start from the premises that assessment, like learning is not simply a technical exercise. It is also a social context and bound by the principles of access, equity and quality.



Thus, **Motheo Training Institute Trust** shall subscribe to the principle of good practice assessment as an accredited member of ETDP.SETA, which means that the ETDQA will oversee all our RPL practice in ensuring quality.

The RPL process criteria's for assessment of NQF registered unit standard and qualification are explicitly provided in this document with the aim to help our assessor and moderators address the visible and invisible barriers to learning and assessment for all RPL candidates in South Africa. We are really committed in removing these barriers and to build a system that is visible, usable and widely recognized as an effective and creative vehicle for **lifelong learning**.

CANDIDATES FOR RPL

In our field which is education, training and development, particularly the sub field **Early Childhood Development**, we have identified the following candidates as possible and potential applicants for RPL services.

- People who are running crèche from their homes (Home-based centres) and centre based crèches.
- Practitioners who are seeking for advance placement.
- Practitioners with non accredited ECD qualifications or unit standards.
- People with other relevant qualifications other than ECD, e.g. ABET educators, secondary & primary educators, etc.
- People with other related qualifications, e.g. nursing, psychology, etc.

These candidates will form our target group for RPL services.

APPLICATION PROCEDURE AND CRITERIA FOR RPL SERVICE

All candidates are expected to apply for RPL services direct to our organisation where they will obtain the following documents:

- RPL information brochure.
- RPL guidelines for candidates

This means that the RPL application form is obtained in our organization at a reasonable fee which will come together with the above-mentioned two documents. Our RPL administrator is solely responsible for administration of RPL services right from the entry to the exit point.

It should be noted that, once we are in receipt of applications that does not necessarily means that automatically applicants will be admitted to RPL services. For that, some might be and others might not be admitted to the programme.

The criteria are that, applicants must be screened and selected by our **evidence facilitator** who works together with the administrator, before they can be accepted to the RPL programme. Those who are acceptable as well as those who are not acceptable will be not refunded. For that the charged fee is only a charge for application that comes with two documents. Application fee is not refundable.

However, candidates who are not acceptable into the programme are entitled to support and advice services free of charge.



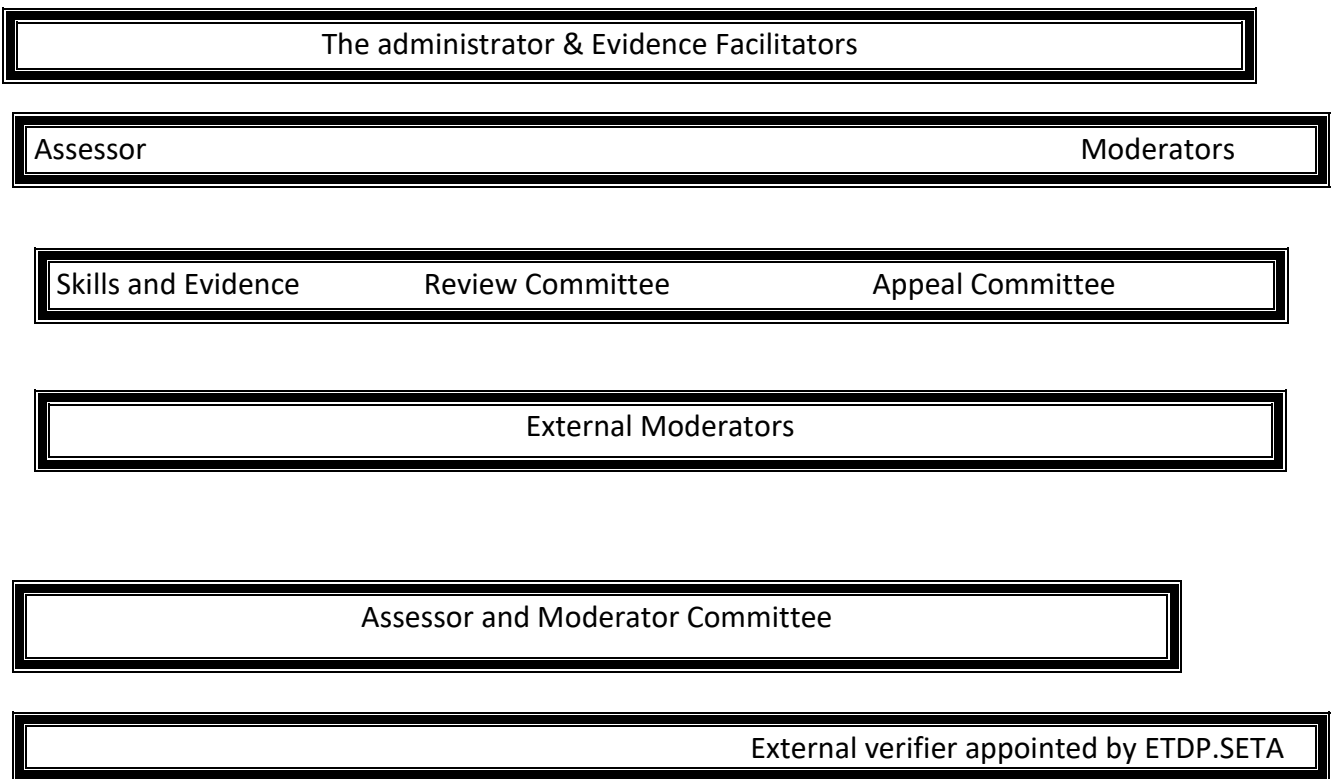
Thus, there is an **adviser support services** available for all RPL candidates, be it accepted or not. This services is offered free of charge as a support to our clients/applicants/learners.

RPL PROCESS

RECOGNITION OF PRIOR LEARNING PROCEDURE AND PROCESS:

In terms of our procedure, we have the following structure to ensure quality in our RPL services/programme:

THE ORGANOGRAMME WITH RESPECT TO RPL



THE ROLE AND RESPONSIBILITIES

1. THE ADMINISTRATOR & EVIDENCE FACILITATOR: Mr. R.M.Molefe

- To administrate the RPL service.
- To deal with matters relating to application and registration of RPL candidates.
- To screen and select applicants using evidence facilitator.
- To manage the data base of RPL services and also collaborating with the main organization administration.
- To liaise with ETDP.SET & ETDQA administrators in terms of information, enrolment and endorsement of leaner achievement based on the registered competency within NQF.



2. ASSESSMENT AND MODERATION: Mr.A.Masela

- To co-ordinate all assessment and moderation process.
- To develop and design assessment and moderation tools.
- To develop and design assessment and moderation methods.
- To work together with Curriculum Developer.
- To provide information about qualifications, standards and RPL process to candidates and all parties involved in the processes.

3. SKILLS & EVIDENCE FACILITATOR: Mr. P.P.Ntuli

- To assist candidates with the gathering, compile and presentation of evidence in portfolio or otherwise.
- To facilitate skills development within the organisation
- To work together with human resource manager pertaining to issues of capacity development.

4. APPEALS COMMITTEE:THE DIRECTOR, HR MANAGER AND MODERATOR

- To handle disputes and appeals against the outcomes of RPL assessment process and practices.
- To provide information to candidates/learners pertaining their rights, responsibilities and appeals process.
- To liaise with ETDQA and SAQA pertaining to matters of appeals & complaints.

5. REVIEW COMMITTEE:ASSESSOR, MODERATOR, DIRECTOR, HR MANAGER AND FACILITATOR

- To timeously review the RPL process & practices.
- To review all process of assessment & moderation including all processes that we have in the organization.
- To ensure that all the components are represented to the committee.
- To work together with the Director in promoting the organization in the public and also working with everyone to see to it that internal public is happy as well.

6. ASSESSOR: MRS. Sbongile Molepo

- Prepares candidates for assessment and conduct the assessment.
- Assessor assesses the evidence of the candidates.
- Assessor assesses the assessment tools.
- Assessor compares the evidence with the learning outcomes.
- Assessor judges the learner/candidate competence.

7. THE Moderator:Mr. Abraham Masela

- The moderator assesses the assessors work.

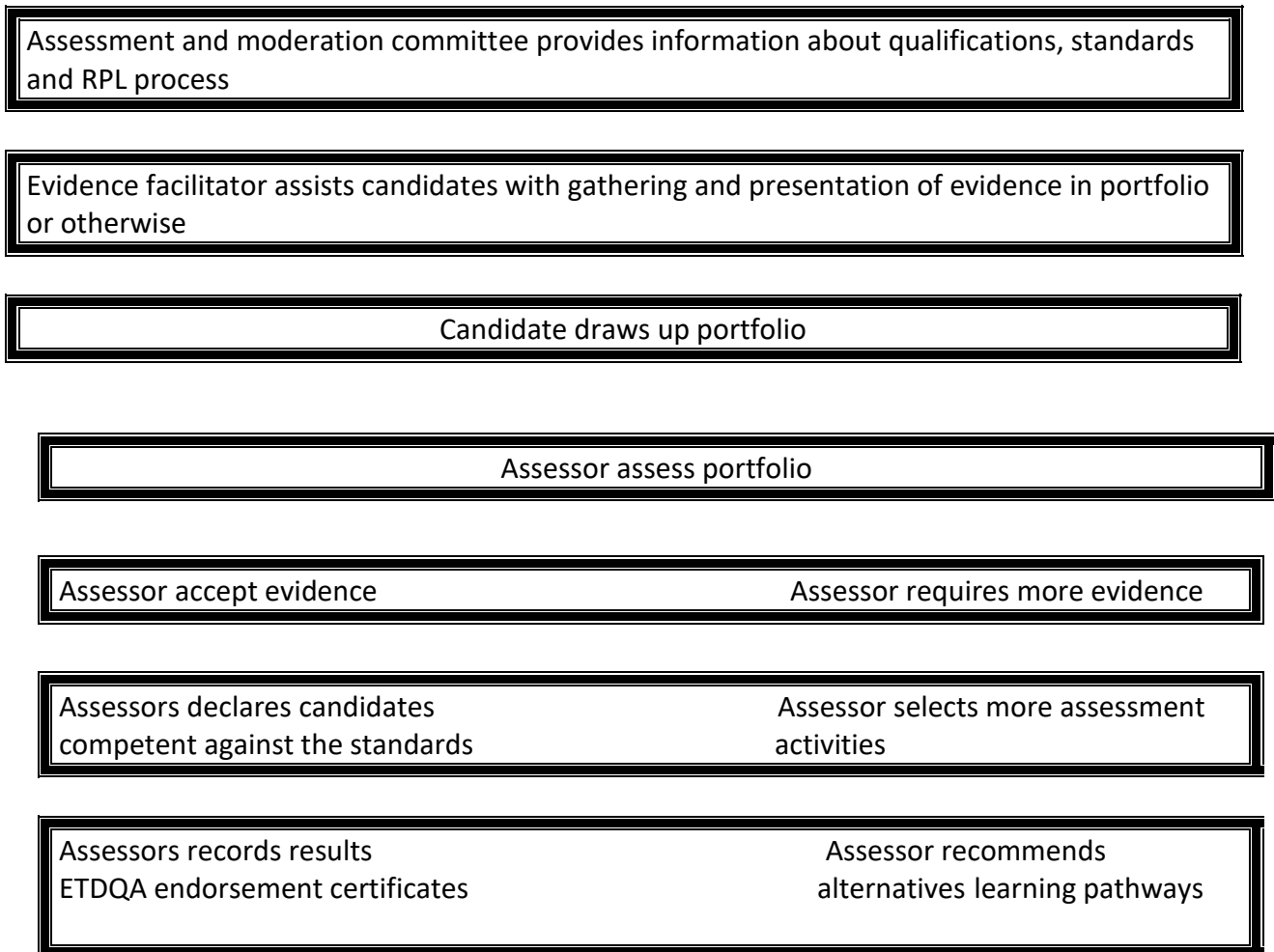


- The moderators moderate the assessment tools.
- The moderator draw –up an assessment moderated report.

8. VERIFIER: APPOINTED BY THE SETA

- This is a person whose duty is to verify the moderated assessment report.
- To report to the ETDP.SETA-ETDQA.

Therefore, the following **flow diagram** shows the sequence of activities required for the recognition of prior learning (RPL) process:





RPL ROLE-PAYER

The following role-player are all involve in the RPL process:

- Candidates
- Assessor
- Moderator
- Manager
- Trainer/educator
- Evidence facilitator
- Assessment designer
- Verifier
- Mentor

THE CANDIDATE

The candidates must be made aware of the possibilities and opportunities of RPL. In other words, the candidates must be informed about their rights, responsibilities and the procedures and processes of RPL.

In terms of support, advices and services we have in place, it becomes a right of a learner/candidate to have counselling and mentoring.

THE EVIDENCE FACILITATOR

The facilitator need not to be a technical expert, but needs to have extensive knowledge about the occupation and learning opportunities related to the occupation.

The evidence facilitator:

- Advises the candidates on what is suitable and not suitable of competence.
- Is skilled in advising and counselling.
- Does not make assessment judgements but only advises.
- Gives advice on how to draw up a RPL portfolio

THE ASSESSOR

The assessor is a subject matter expert who is certified as an assessor and registered with the relevant ETDQA. The responsibility for making the right assessment decision rest in the first place on the assessor. The assessor unit standard, '**plan and conduct assessment of learning outcomes,**' makes it clear that all assessors should be able to do RPL assessments. The assessor needs not be a designer of assessment instruments.



THE ASSESSMENT DESIGNER

The assessment designers should be trained assessors, also trained as designer of assessment activities and instruments, including instrument designed specifically for RPL assessment. A designer could work with other subject matter expert assessors to design instruments outside of their own area of expertise. Designer should preferably have a training and/or educational background.

THE MODERATOR

Moderators are knowledgeable in their field and need to oversee the assessment process. The moderator needs to pay special attention to **RPL assessment practices**, instruments and activities to ensure that the standard of assessment remains constant. Assessment practices will not be recognised without moderation. The moderator needs to support assessors and moderate a proportion of all assessment undertaken by each assessor. Moderators need to assist assessors to open access to learners for more RPL assessment.

THE VERIFIER

The external verifier can play an important role in ensuring quality in RPL service and in assisting assessors and moderators to set up acceptable systems for assessment and RPL. They advise other role players and issue out guidelines for these systems. During verification, they will monitor and audit the systems to check whether providers are adhering to the principles of the NQF.

THE ROLE OF MANAGEMENT

The RPL process requires the following kinds of interventions from the management:

- The management/HR division needs to disseminate information and market the concept.
- Supervisors, trainers, mentors or coaches must give career guidance.

The only different between assessment and RPL lies in the process followed prior to the assessment and the form of evidence submitted. Evidence submitted for RPL will often be in form of portfolio and will be indirect or historical.

THE TRAINER

The trainer plays an important role in preparing the curriculum to cater for the RPL assessment needs of learners. Pre-course assessment should be done to find the level of entry of the learners as well as identify parts of the curriculum already mastered. Much of this assessment could be portfolio-based. The building of suitable portfolio should become an integral part of all training programme and will equip learners to prepare their own evidence for RPL assessment.



THE PRINCIPLES OF GOOD ASSESSMENT

Through these principles, we will be able to ensure that in **outcome –based assessment** quality is managed and maintained. Thus, assessors must ensure that assessment satisfy the following principles:

- **Appropriateness:** The method of assessment is suited to the performance being assessed.
- **Fairness:** The method of assessment does not present any barriers to achievement, which are not related to the evidence.
- **Manageability:** The method used make for easily arranged, cost-effective assessment that do not unduly interfere with learning.
- **Integration into work or learning:** Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- **Validity:** The assessment focuses on the requirements laid down in the standard, i.e. the assessment is fit for purpose.
- **Direct:** The activities in the assessment mirror the conditions or actual performance as closely as possible.
- **Authenticity:** The assessor is satisfied that the work being assessed is an attribute to the person being assessed.
- **Sufficient:** The evidence collected establishes that all criteria have been met and that performance to required stand can be repeated consistently.
- **Systematic:** Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- **Open:** Learners can contribute to the planning and accumulation of evidence. Assessed learners understand the assessment process and the criteria that apply.
- **Consistent:** The same assessor would make the same judgment again in similar circumstances.

It should be noted that, in competency-based assessment there are three forms of evidence:

- **Direct Evidence**, which is produced by the learner. This is the most valued type of evidence and should be presented by the learner in all assessment situations if possible.
- **Indirect and/or supplement evidence**, which is produced about the learner, and
- **Historical Evidence**, which is about what the learner knew or could do in the past.



THE RULES OF EVIDENCE

Evidence should be direct evidence if practically possible.

RULE

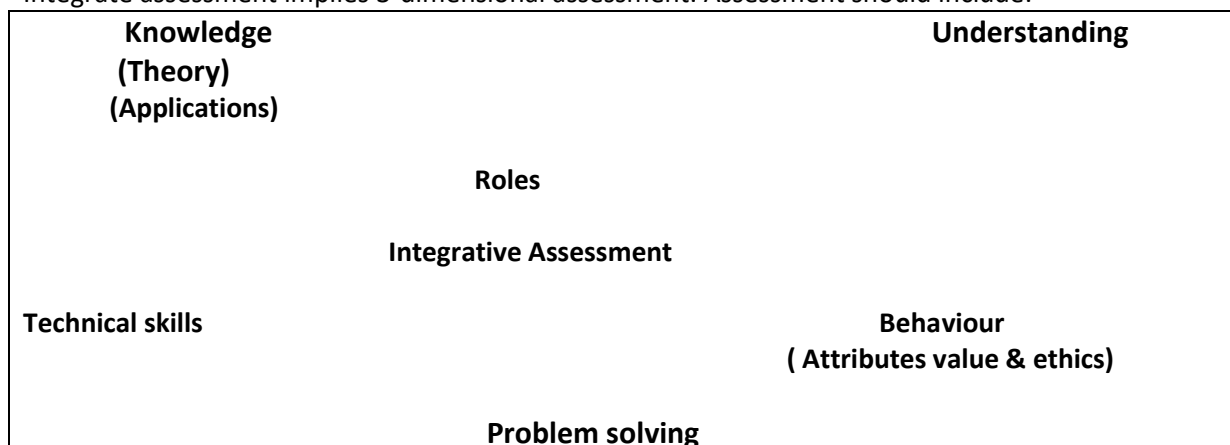
| | |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Validity: Evidence is valid when it provides proof of competency with respect to the standards.</p> | <p>Does the evidence match the standard; that is the evidence relate to the assessment criteria and range of variables?</p> <p>Does the evidence show the learner can perform the function?</p> <p>Is the evidence in form or format that will enable an accurate judgement to be made of the learner's level or degree or competence?</p> |
| <p>Authenticity: Evidence provided was actually created by that person</p> | <p>Did the learner really produce the evidence that is being submitted?</p> <p>Did the learner do it alone or as part of the team?</p> <p>Where the evidence is qualification or award, how was the learner assessed as qualification or award, was this not requirement?</p> |
| <p>Currency: Evidence reflects that the skills require are still current</p> | <p>Does the evidence show that the learner can still perform to the level shown?</p> <p>Are the skills and knowledge shown in the evidence still relevant?</p> |
| <p>Sufficiency:</p> | <p>Does the evidence cover all the conditions shown in the range of variables?</p> <p>Does the evidence show, beyond reasonable doubt, that the performance outcomes of competency have been performed to the standards showed in each assessment criteria?</p> |

INTERGATIVE ASSESSMENT

Assessing outcomes implies assessment of the product of learning process; this goes beyond subject content and is called **integrative assessment**.



Integrate assessment implies 3-dimensional assessment. Assessment should include:



LEVELS OF COMPETENCY

Outcome-based assessment facilitates the learner through the development the development of three levels of competence that will be applied in the workplace.

- **Foundation competence,** where the learner demonstrates an understanding of knowledge and thinking, on which action is taken.
- **Practical, competency** or demonstrated ability.
- **Reflexive competency** implies the ability to connect performance and decision making (the above 2) and allow for adoption to unforeseen circumstances. This is the highest level of competence and is known as the level where ethics are developed.

CRITERIA FOR ‘GOOD PRACTICE’

ASSESSMENT & MODERATION SYSTEMS

As an accredited provider with registered assessors we will adhere to guidelines set out by **SAQA** and follow the process and criteria laid out by **ETDQA** for endorsement of learner achievement based on their competency- in order to award registered credits/certification. This is out of the background that assessment is an important feature of **National Qualification Framework**.

Therefore, the good practise assessment must subscribe to the following assessment principles:

1. EVERY ASSESMENT SHOULD HAVE A CLEAR FOCUS

When planning RPL assessment, start by asking what you want to find out. To do this, consider what knowledge, skills and abilities your learner/candidates will need in order to make progress. To be accurate and useful, your assessment must focus on those desire/claimed learning outcomes, i.e. the knowledge, skills and abilities that are critical to further progress by learner. This is the “what” part of assessment.



2. EVERY ASSESSMENT SHOULD HAVE A CLEAR PURPOSE

As much as you need to be clear about what you are trying to assess, you also need to know why. This means that you must think about how you will use the information that comes out of the assessment. This is the “**why**” part of assessment

3. THE FOCUS AND PURPOSE OF AN ASSESSMENT DETERMINE THE BEST METHOD TO USE

Once you know what knowledge, skills and abilities you are looking for in your learners/candidates, and how you will use information about them, you will be able to decide how to do the assessment.

4. ASSEMETN ACTIVITIES SHOULD MATCH THE DESIRED/CLAIMED LEARNING OUTCOMES

This is an extension of the previous period. The “outcomes” of outcomes –based education are the things we want our learner to be able to do by the end of the learning programme. They are, in effect, demonstrations of learning –that is visible activities performed by learners to show what they have learned. In case RPL candidates, the candidates will claim a certain competency (learning outcome) and the very same principle will apply Hence, the candidates must provide evidence to that effect. The evidence must be current, sufficient, valid and authentic. This is exactly what would be assessed –competency that is been claimed by the RPL candidates.

5. ASSESSMENT SHOULD CONCETRATE ON SELECTED LEARNING OUTCOMES

There are so many demands on teachers’ time energies that you have to be quite ruthless about managing these vital resources. All your lessons should lead the learners towards an important learning outcome and your assessment should concentrate on those outcomes. So, in this case of RPL candidates, you will check what the candidates has claimed(qualification) and then select/take out the learning registered outcomes within NQF and concentrate your assessment on that, particularly assess the evidence in their portfolio’s

Although this may seem to be obvious, it is quite easy to become so involved in the nitty-gritty details of a series of lessons that you lose sight of overall purpose.

6. ASSESMENT SHOULD BE BUILT INTO PROCESS OF TEACHING AND LEARNING FROM THE START

This will make easier for RPL candidates/learners to know exactly what will be assessed at the end of the learning programme. It will help as they will begin to compiled & build their portfolio from the beginning of the learning programme, knowing exactly what reward is needed.



7. THE MORE REALISTIC AND “AUTHENTIC” AND ASSESMENT ACTIVITY IS THE MORE LIKELY IT IS TO PROVIDE ACCURATE AND RELIABLE INFORMATION

So, it imperative for assessment activities to match the learning activities, Assessment activities will be authentic if they get learners/candidates to do real-life things under (almost) real –life conditions.

APPEALS & IRREGULARITIES

The purpose of this policy is to ensure that quality in the RPL services is maintained and managed, more importantly to ensure that:

- 1.1. Learners/candidates are afforded the opportunity to appeal against our appeals committee decision within 14 days of receipt report on appeals out comes.
- 1.2. Assessment are conducted in a manner that is fair, valid and reliable

2. GROUNDS FOR APPEALS

- 2.1. Unfair, invalid and unreliable assessment
- 2.2. The assessor’s judgements, if considered biased
- 2.3. Inadequate expertise and experience of the assessor if it influences the assessment
- 2.4. Unethical practises

3. PRINCIPLES FOR APPEALS

- 3.1. Learners/candidates are allowed to bring to the attention of appeals panel or any other structure any feelings of dissatisfaction or justice which may arise from the assessment process.
- 3.2. Assessors, moderators and management must ensure that assessment related problems and concerns are resolved internally. However, should a learner feels that an issue has not been resolved, a formal appeal must be lodged with the **ETDQA Appeals and Irregularities Committee**.
- 3.3. Learner/candidates should lodge and appeal or complaints after all informal channels of communication have been exhausted in an attempt to resolve issues arising from an unfair assessment.
- 3.4. There should be no reprisals or victimization taken against any learner/candidate lodging an appeal

4. PROCEDURE FOR LODGING AN APPEALS

STEP ONE

The learner/candidate lodges an appeal with our appeals committee/review committee in line with this policy as it states that complaints/appeals must be in writing all the time. If the leaner/candidates is still aggrieved by the decision of our appeal committee, the leaner/candidate will escalate the appeal to the **ETDQA**.



STEP TWO

A letter of appeal from learner/candidate is lodged with the **ETDQA** within **14 days** after receipt of our report as **Motheo Training Institute Trust** on the appeals outcomes.

STEP THREE

The ETDQA will notify the **ETDQA appeal committee** of appeals application.

STEP FOURS

Learners/candidates will be notified by the ETDQA of the date of the appeals hearing.

STEP FIVE

Appeals committee will conduct hearing and takes a decision.

STEP SIX

Learners/candidates are notified of the ETDQA appeals committee's decision within **7 business days** from the day of hearing.

STEP SEVEN

If the learner/candidate is still unsatisfied with the outcomes of the ETDQA appeals committee, a dispute shall be lodged with **South African Qualification Authority (SAQA)**.

RESOURCES AND TIME FRAMES

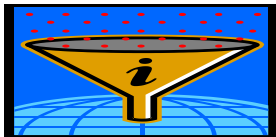
It is important for parties involved in the RPL exercise to know that resources and time are committed to this service. Therefore, we are very strict in handling matters related to the services as to ensure quality and proper management of the services.

Further note that all RPL candidates/learners are to pay an application fee for this service and that fee is for administrative purpose only. Once that is done and selection process is complete, candidates/learners must pay for the services as reflected in the contract/agreement we are engaged into with them.

THE PROCEDURE

- Candidates/learners will enter into a written agreement with our assessors.
- Dates, venue and times will be agreed upon by both assessor and candidates for the commencement of the services, submission of portfolio's and completion dates of the services.
- Should **30 days pass-by** after it is been agreed upon dates, venue, time, submission of portfolio, commencement of the service and completion of the services, the contract will be automatically terminated without refunding applicants. However, candidates/learners will be notified.

So, it is important for candidate to take this exercise seriously. For that, it costs the organization a lot in terms of resources.



SUPPORT SYSTEM

1. SUPPORT FOR THE RPL CANDIDATE

Candidates/learners will be supported through the whole processes of RPL, that is, right from the admission to the end of the service.

PROCEDURE AND CRITERIA

- When candidates apply, they will be given our RPL brochure and RPL guidelines that will inform them about RPL services requirements.
- We will prepare all candidates for this service.
- Once they are admitted to the programme, our **evidence facilitator** will assist them on how to compile a portfolio and what type of evidence is needed through the programme.
- For those who never make it due to invalid, unfair, unreliable and out-dated –insufficient evidence will receive counselling.
- Those who are successful will receive career guidance.
- Difficulties and challenges and –during this assessment processes will be attended to by both assessor and candidates.
- Having offered & explained to candidates such an opportunity, we shall have then satisfied the services.

This is our support mechanism aiming at assisting candidates to be accredit for formal registered qualification by the ETDQA.

EVIDENCE, FEEDBACK AND REVIEW OF ASSESMENT

In terms of the guidelines as laid –out by SAQA, it is important for us to follow the following criteria in relation to evidence:

- Evidence is evaluated for authenticity, validity and sufficiency.
- The quality and type of evidence is evaluated in terms of the assessment outcomes, against all the assessment criteria in relevant unit standard and qualification.
- The evaluation of evidence includes making allowances for contingencies beyond the control of the candidate without compromising the fairness or validity of the assessment.
- Assessment judgements are justified by the quality and sufficiency of the evidence. Judgement can be substantiated in terms of the consistency and repeatability of the candidate’s performance and evidence from various sources and time periods.
- Evidence and judgments are stored in line with quality assurance system.

Therefore, all the information pertaining to the RPL services are properly co-coordinated and administered by assessors and administrators.

However, constant feedback is given to RPL candidates as to monitor if learner/candidates are on track and progressing and perhaps to redirect them towards the outcome, after all, learners have the right to have accurate and continuous feedback from our assessments. Thus, the following criteria are followed in giving feedback:

- Is given to relevant parties in accordance with confidentiality requirements, in an appropriate sequence and within agreed timeframes.
- It focuses on the quality and sufficiency of the candidate’s performance in relation to the agreed outcomes and criteria.



- The type of feedback and manner of giving feedback is contractive and related to the parties' need.
- Feedback on the assessment process is obtained from the candidate and opportunities are provided for clarification and explanations concerning the entire assessment.
- Disputes that arise are dealt with according to assessment policy.
- Agreements reached and the elements of the feedback are recorded in line with organizational quality assurance systems.
- Feedback process and models are described in terms of the potential impact on candidates and further learning and assessment.

Further on that, in terms of our review system, we will follow the following criteria:

- The review identifies good and bad practice in assessment design and process, and notes this for incorporation in assessment redesign.
- Feedback from relevant parties is used to influence future assessments positively.
- Weakness in the assessment design and process that could have compromised the fairness of assessment are identified and dealt with in accordance with the assessment policy.
- Weakness in the assessment arising from poor quality of unit standards or qualifications are identified, and effective steps are taken to inform relevant bodies.

RECORD KEEPING AND PROCEDURES

For quality assurance, we will adhere to the guidelines of **ETDQA** in keeping the records of the learners and assessment information.

The procedures are that the administrators will be responsible for data capturing of assessments.

Thus, the information of learners will be recorded upon registration of learners with the organization:

- Learners will be registered in our database.
- Learners' information will be submitted to ETDP.SETA.
- Assessors' information will be as well forwarded to ETDP.SETA.
- Unit standards achieved by learners will be submitted to ETDP.SETA for endorsement.

Processing and recording of results and submission for results to the **ETDQA** in the required format will be done by our administrator electronically; hence, the record will be kept manually and electronically.

Confidentiality must be maintained at all cost by assessors and administrators with regard to assessments results of individual learners/candidates and with respect to all information that has to do with learners.



ASSESSORS' CODE OF CONDUCT

This code will govern our assessor's and moderators in their assessment practice. This code of conduct is aiming at enabling our assessors to carry out their functions objectively in the ETD Sector.

A. FUNCTIONS OF ASSESSORS

- Works closely with learners to identify opportunities of gathering of competency.
- Agree on assessment plans with candidates.
- Assesses evidence against standards.
- Makes fair, valid and reliable judgement about candidates competency.
- Keeps assessment records.
- Provides meaningful and constructive feedback to learners.
- Liaises with the learner's line manager/trainer and internal moderator.
- Follows ETDQA procedures in registering learners and issuing assessment results.

B. WORKING,PRACTICES AND QUALITY STANDARDS

- Assessors must act with integrity and maintain confidentiality at all times when conducting the assessment of learners.
- Assessor must ensure that assessments are conducted according to the principles of good assessment and the requirements of the standard and or qualification.
- Assessors must not accept in inducements, commission, gifts of any kind and/or other benefit (apart from fair payment) from learners, providers and their employers.
- Assessors must not intentionally communicate false or misleading information that may compromise the integrity of any assessment.
- Assessors should keep the relationships with learners on professional basis.

C. RELATIOLNSHILP WITH THE ETDQA

- Assessors are responsible solely to the Service Provider -but are also answerable to both the provider and ETDQA in terms of their conduct and activities.
- Assessors should report to our organizational appeal committee when anticipated difficulties or disputes are experienced.
- Disputed findings or any other differences with the moderator /provider should be referred to the ETDQA.

D. PROFESSIONAL DEVELOPMENT

- It is a condition of undertaking to work as an assessor that, the assessor should attend, whenever possible, workshops in order to remain abreast with development and to maintain consistency of standards.
- Where appropriate, the assessors should make more frequent contacts with other assessors for similar purpose.



21. QUALITY REVIEW POLICY

REVIEW MECHANISM

(Implementation and/or management of the Review mechanism)

INTRODUCTION:

Motheo Training Institute Trust acknowledges that learning and Development is neither an event nor class/lecture room bound but is a continuous, life-long, life-wide learning process culminating in a “**Learning Organization**” finding its expression in some of the following activities:

- Identification of weaknesses and strengths of everyone within learning process and/ associated with the organization and/ or involved in project run by the Organization.
- Inculcate into everybody/learners the ability to accept and cope with change; challenges and discard inappropriate practices.
- Generate feedback after an activity or engagement of any nature into our learning lessons and/or projects to know what was learned from success and mistakes.
- Develop a constructive feedback mechanism and/ or approach to correct/remedy bad behaviour/practices by regarding such as issues rather than being personal. Constructive criticism, deep critique should be encouraged and deployed as techniques to deal with such issues and enable to improve on areas of weaknesses.
- Re-enforce positive behaviour/practises and eradicate bad ones on the spot.
- Our practises ought to be evaluated on-an-on going basis for quality checks. For that, such evaluations would enable us to reflect on our practice and informs the very same practise.

Consequently, this Quality Management System(QMS)has been designed not only against the background, knowledge of the above-mentioned learning activities/projects within the organization but with some of its vision, mission, values, aims and objectives entranced in Organizational **Constitution** and the **Trust Deed**. It is also against the background that Motheo Training institute Trust (Organization) caters for all its programmes and/or projects within a number of diverse quality critical and essential activities taking place as services rendered to our broader diverse clients/customers, although distinct in type and nature yet mutually re-enforcing one another. This enables us to optimize and maximize quality service delivery to our broader market base.

It is these reasons that our quality management System demands that this **Quality Review Mechanism Policy and Procedure** be adhere to. So, that Quality in anything that we do or anything that is of the Organization can be managed, maintained, ensured and sustained.

POLICY OVERVIEW AND POLICY STATEMENT

POLICY OVERVIEW:

As a learner/client centred Organization, the purpose of this is to describe the procedures, processes and criteria for the implementation, Management and maintenance of a Quality Management System (QMS) and for administration of Education, Training and Development Practices. It is of paramount importance that the Quality Management System and/or Quality checks/evaluations be done timeously. The evaluations/quality checks must be focused, clear constant, deliberate and purposeful.



POLICY STATEMENT

For effective and top, quality service delivery for our clients/customers in the field of Education, Training and Development, the policy is therefore strategically and critically focusing on the following:

- The Quality Management System (QMS) in the Education, Training and Development Service Delivery is embedded and guided, within; instituted and maintained by the Organization Motheo Training Institute Trust to be reviewed at stipulated intervals/time frames.
- Quality is enhanced through the recording of education and training events/practices and/or activities with the intention of ensuring traceability of actions which are aiming at providing a basis from which to standardize review provide feedback to improve and develop.
- Learners and/or clients information is recorded and kept confidentially in a well-secure safe storage by the Administrators who releases it only to officials directly involved in the assessment, moderation and certification process of learners.
- Non –conformance and non-compliance to the criteria, procedures and processes stipulated in our Quality Management System may lead to warning(s), suspensions and in extreme cases dismissal(s) of the transgressor(s) shall be inevitable.

ESTABLISHMENT OF THE REVIEW COMMITTEE

The Review Committee is hereby established in terms of the Organizational (Motheo) Constitution and derives its Authority and powers from **the Board of Trustees** who are certified by the **Master of High Court** in terms of the **Trust Deed** and that is in line with **Education, Training and Development Quality Assurance Act (ETDQA)** of South African Qualification Authority (**SAQA**) and it is also a requirement in terms of Accreditation with the Education, Training and Development practice Sector Training Authority (**ETDP.SETA**).

Thus, the composition of Review Committee comprises the following:

- HR Manager
- Moderator
- Assessor
- Deodora Ndaba Victim Support Centre(Organization)
- South African Congress for Early Childhood Development (Organization)
- Facilitator
- Reashuma Drop in Centre (Organization)
- 1 x Interested Community Member representative.



FUNCTIONS, POWERS AND DUTIES

The functions, powers and duties of the Review Committee are:

- To review policies, criteria system of the organization (Motheo) on annual basis and/ or when the situation demands that such a review be conducted on an urgent basis.
- To liaise with HR Manager and Director of the Organization to forge a smooth, conducive atmosphere that will enable the Organization to realize its Aims and Objectives.
- To help and customize the organization with issues of Compliance, Conformance and Quality.
- To enforce and ensure the implementation of Quality management System.
- To update and upgrade the combination of organizational Systems (QMS) through continuous evaluations.
- To review and Evaluate Learning Programmes manuals, Assessment Instruments (be it formative or Summative) and Moderation tools for relevancy and quality purposes.
- To forge people-to-people interactions within the Organization as to guard against elements that might compromise a workmanship sprit and co-operations.
- To invite experts in our meetings to advice on issues of quality and professionalism.
- To attend relevant and appropriate capacity building workshops.
- To liaise with the Education, Training and Development Quality Assurance (EDTQA) division of the Education, Training and Development Practise Sector Training (ETDP.SETA).

This committee as a structure within **Motheo Training Institute Trust** does not necessarily substitute the responsibilities of the **Board of Trustees**, the Board of Trustees is still responsible for formulation of policies and decision- making as people who possess legal authority and as such, it reserves the right to **veto** any decision that is inconsistent with the aims and objectives of the **Trust** and the appointed **Director** should always consult the Board of Trustees for ratification of any suggestions, changes and recommendations made by the **Review Committee**.

FUTHER REASONS FOR CONTINUOUS EVALUATIONS

In additions, the Review Committee is also responsible for the continuous evaluation and/or assessments which are aiming at ensuring quality in our services.

These evaluations are conducted for the following purposes:

- Measuring satisfaction.
- Measuring learning and attitudes.
- Measuring change in behaviour, and
- Measuring results or impact in the community.



We are of the belief that, learning programmes and/or projects should be measurable- and its impact ought to be measurable as well. For that, as **Motheo Training Institute Trust** we decided/preferred to put learners/clients first. Therefore; relevancy, accuracy and adaptability are very significant in the services rendered to our broader diverse market.

MEETINGS AND ADMINISTRATION

MEETINGS

- Elected Chairperson or in his/her absence, the proxy and Secretary or, in his/her absence, the proxy (Elected by the members of this committee which shall have only Chairperson and Secretary in terms of the organizational Constitution) shall, in consultation with one another, convene a meeting once every each year.
- A 21 day notice, stating issues/matters to be addressed shall be issued to all the members of the Review Committee.
- Should an unintended situation arise necessitating/warranting an urgent meeting, a 14 and/or 7 days written notice, stating exactly the purpose and matter(s) to be addressed, shall be issued.
- An Attendance Register shall be signed by all the members present at all times and all the meetings held.
- A meeting to be official and its decision to bind all members, a 50% + 1 member's quorum shall be required.
- Failure for a meeting to form a 50%+1 quorum, it shall stand adjourned to the next date of the same notice period of this adjourned meeting. All the members shall be served with the very similar notices.
- Should the quorum be not formed again, at least one third of the members shall proceed with the meeting.
- For every meeting of this committee, all relevant documentation, such as previous minutes or reports, shall be sent with notices to all members of the committee.
- Minutes and reports shall after approval at subsequent meeting(s) be signed and kept safe by the secretary or chairperson and/or alternatively the Organizational Administrator.
- The **Director** should be always kept abreast with the activities and operations-work of this committee. For that, this committee is accountable to the Director and the Director is accountable to the **Board of Trustees**.
- In decision that might affect the Organization and influence the focused direction of the Organization, the Director should be consulted.



ADMINISTRATION

In consultation with the Chairperson or the Secretary, the administrators shall in addition to normal routine office duties at operational level, attend to the following:

- Receive reports and/or written feedback before or after meeting of Review Committee.
- Maintain the master copies of the Organization, including that of the reviewing committee in good order and condition and ensure that whosoever uses it sign and check if returned in the same manner as before.
- Collate information and attend to changes and amendments for proper filling and usage and when required by the Secretary, Chairperson of the Review Committee or the Director of the Organization.
- Prepare draft/revision for ratification to be signed thereafter as authentic by the Secretary and Chairperson for publication and distribution to relevant parties or individuals.
- In consultation with the Director, Curriculum developer and/or learning programmes designed, developer, the administrators shall prepare typed and collate training information for any and all training programmes and projects.
- Ensure that all documents/reports/correspondence relating to Training and Early Childhood Development are filed properly, safely and are easy to find when required/needed.
- The attendance registered book or original copies of loose sheets are retained and safely kept for future references.
- All the information shall be filed electronically and manually.

CONCLUSION

This quality and review policy is being necessitated by the provisions of our Organizational (Motheo) Constitution and our willingness –commitment to quality and the **ETDQA Act** that stipulate that a Review Committee be established.

Therefore, this does showcase our willingness and commitment to a **code of good practice** and quality in servicing our clients/learners and/or community.

The policy, procedures and processes explained herein form the basis for our review mechanism and management.



SECTION F: CODE OF CONDUCT

PREAMBLE

At **Motheo Training Institute Trust**, we recognize the right of learners/trainees to an effective, holistic education and that delivery of such education/trainings is only possible in a classroom and/or workplace –training venue where effective discipline is maintained. Discipline can only be effective if encouraged and implemented by the entire Motheo Training Institute Trust community; namely clients, educators/trainees/learners, trainers/facilitators, assessors and moderators. It follows that, learners have the right to a professionally maintained educational environment in which disciplinary action is applied as a corrective, behavioural - guiding principal.

Accordingly, we further endorse and uphold **Rights of learners** in accordance with the **SAQA – NQF ETDQA Act** that recognizes a learner/trainee as a human being with total rights and as such support and facilitate their discovery, exploration and developmental process till such time that their potentials are fully realized in terms of the skills interventions instituted.

Subsequently, our practice is informed by a philosophy that says we must put learners/trainees first - and the environment must be ready and prepared for the learners/trainees to support them in receiving quality trainings.

_____ **Education –information is a catalyst for mankind development** _____

Thus, the following are reasons for the existence of the code of conduct:

1. Reason for the existence of the Code of Conduct.

- 1.1. Disciplined behavior is essential for the well being of the Trust and the achievement of its objectives.
- 1.2. It permits the harmonious functioning of the Trust.
- 1.3. It ensures a safe and secure environment.
- 1.4. It endorses basic rights of both Learners and Facilitators.
- 1.5. It promotes a climate of mutual respect, self-discipline and responsible behavior.
- 1.6. It ensures misconduct is dealt with in a formalized, fair and appropriate manner.
- 1.7. It ensures that, such actions are corrective and will improve the Learners performance and behaviour.
- 1.8. It outlines, in detail, action that can be taken should a Learner/trainee and facilitators and all members of the **Trust** commit an offence in contradiction of this **Quality Management System**, Constitution, the Trust Deed and other related laws impacting upon the activities of the **Trust**.



2. Jurisdiction of Code.

- 2.1. On the Trust property prior to, during and following regular Trust working hours, in or out of duty.
- 2.2. At all bona fide (official) Trust events both within and outside the regular working hours, where the said Trust events are held under the auspices of **Motheo Training Institute Trust**.
- 2.3. At all bona fide (official) Trust events being held off the Trust Premises.
- 2.4. At all times when all officials of **Motheo Training Institute Trust** conducts the business of the Trust, should do that in a manner that does not compromise the spirit of this Quality Management System, including this code.

3. The Responsibilities of Learners /Trainees.

- 3.1. To learn.
- 3.2. To attend all the training classes/sessions daily and punctually as scheduled.
- 3.3. To be responsible for their own work, ensuring that all assignments and projects are completed timeously.
- 3.4. To be in possession of all necessary working materials and maintain them in good order.
- 3.5. To respect, protect and practice tolerance towards all persons and property.
- 3.6. To refrain from and report any acts of vandalism/damage/misuse of the Trust property, hired venues property and that of the Learners.
- 3.7. To refrain from disruptive, undisciplined or uncooperative behavior both within and outside the training venue.
- 3.8. To refrain from abusive language and inflammatory actions.
- 3.9. To conduct themselves in a safe and responsible manner.
- 3.10. To refrain from and report any unauthorized removals of the Trust property from the Trust premises.
- 3.11. To conform to acceptable standards of hygiene and neatness, adhering at all times to the **Motheo Training Institute Trust** policies and procedures.



3.12. To abide by internal rules, regulations and procedures of the Trust and of each Facilitators in his/her training sessions, e.g.

a. Learners/trainees must adhere to the Trust Quality Management System with respect to training delivery policy.

b. Learners/trainees may not leave the training sessions during the course of the day without the permission of the Facilitators.

c. Learners/trainees may not destroy/deface any textbooks/learning materials, etc.

3.13. To practice tolerance within the context of interpersonal relationships in the Trust and during training sessions.

3.14. To refrain from the use of drugs and alcohol, assault, carrying of dangerous weapon, criminal or illegal activities, intimidation, bullying, sexual harassment, victimization, smoking in prohibited areas or being in possession of pornographic material.

4. Rights of Learners/trainees

4.1. To learn in a safe environment, unhindered verbally or physically.

4.2. To receive tuition in the subjects allocated and/or chosen based on approved and selected Core Curriculum and Standards.

4.3. To regularly get feedback on academic progress.

4.4. To get appropriate counseling for personal and/or academic problems.

4.5. To attend trainings with an institution and/or receive training sessions free of drugs, weapons, drunkenness, bullying, victimization or intimidation, sexual harassment or criminal behavior.

4.6. To engage in an agreed procedure for expressing and resolving grievances.

5. Responsibilities of facilitators/trainers with regards to Learners/trainees.

5.1. To regularly report for duty and are punctual and to inform the Director or HR Manager timeously should circumstances prevent their attendance at work and/or training sessions.

5.2. To provide well prepared, with appropriate working materials, flexible lessons, both within and outside the training venues situations in a structured environment. Respecting the need for differentiation in an atmosphere promoting good behaviour, effective teaching, facilitation and learning.

5.3. To respect all persons and property.



- 5.4. To refrain from abusive language or inflammatory actions.
- 5.5. To conduct themselves in a responsible and professional manner.
- 5.6. To conform to acceptable standards of hygiene and neatness.
- 5.7. To abide by the rules, regulations and procedures stipulated in this Quality Management System-adhering to the **ETDQA Act** and relevant Statutory Authorities legislations.
- 5.8. To seek changes in an orderly and approved manner, to endeavor to maintain a Training atmosphere which promotes good behavior, effective learning and reflects the ethos of the Trust.
- 5.9. To help develop good and sound working relationship and inter-personal relations with colleagues, clients and Learners.
- 5.10. To promote open and regular channels of communications between learners/trainees and **Motheo Training Institute Trust**, and encourage learner/trainee participation in the affairs of the Trust.
- 5.11. To encourage community involvement in the **Trust** in order to enhance the quality of education by the Trust to Learners/trainees. For that, the recipients of our services are beneficiaries of this **Public Benefit Trust**.

6. **Rights of trainers/facilitators**

- 6.1. To facilitate training/ learning in a safe environment, unhindered verbally or physically.
- 6.2. To facilitate training/learning in an agreed procedure for expressing and resolving grievances.

7. **Infringement of the Code**

7.1. **Unacceptable behavior;**

The following types of behaviour are regarded as unacceptable and constitutes an infringement of the **Code of Conduct**: Abusive language, inflammatory actions, arson, malicious damage to the Trust property (vandalism), irregular or sustained non-attendance (truancy) of training sessions/classes; theft (or possession of stolen property); lying; bullying; intimidation; assault; fighting; carrying of dangerous weapon; use /selling or distribution of drugs or alcohol; sexual harassment; abuse or any inappropriate sexual behavior; defiance of **the Trust Authority** (e.g. breaking of Trust rules, etc).

Further unacceptable behaviours are: Disruption of the educational process within and outside the training sessions in respective venues; extortion; gambling; leaving the training venue without permission; use/selling or distribution of tobacco products; involvement in bomb threats; gross neglect of training sessions assignment/ work; proven criminal activity outside the training programme situation; possession or distribution of pornographic material.



7.2. Principles underpinning disciplinary measures:

The following principles must be borne in mind whenever disciplinary action is instituted against a learner /trainee thought to be guilty of a serious transgression of the **Trust** Code of Conduct and in the process the rights of the learners must be recognized and protected:

- a). **The Learner/trainee must be informed of and understand the charges;**
- b). **The Learner/trainee must be given the opportunity to be heard;**
- c). **The Learner/trainee is to be treated with dignity and civility during the process;**
- d). **the person chairing the hearing must be impartial and should endeavor to ensure that all relevant evidence is presented and fairly considered;**
- e). **As far as possible, the privacy of the Learner /trainee should be protected;**
- f). **the disciplinary process must be fair and corrective measures must be just, corrective, consistent and educative;**
- g). **the punishment (corrective measures) must fit the offence and mitigating factors e.g. frequency of transgressions, personal circumstances, etc) must be taken into account.**

Motheo Training Institute Trust, should at all times, strive to be proactive with regard to problematic Learner's /trainee's situations. The adage "Prevention is better than cure" seems appropriate. Potential difficulties should be identified and dealt with via proactive advice, counseling and involving all parties. Penalties or corrective measures may embrace the range from a quiet private talk, through to suspension and, ultimately, expulsion. Penalties within the range include:

- a). **Verbal and/or written reprimands issued by the Director/HR Manager.**
- b). **Additional and meaningful academic work;**
- c). **Replacement and/or reimbursement of damaged or lost items/property.**
- d). **Suspension pending a disciplinary hearing;**
- e). **Expulsion after due process.**

Note that, any form of corporal punishment is prohibited in the terms of the Constitution of the Republic of South Africa.

8. Definition of Misconduct

(For the purposes outlined in this document)

8.1 MISCONDUCT

-refers to any action by a Learner/trainee that may negatively affect the Training of the said Learner/trainee or other facilitators/trainers at the training, or any behavior that may interfere detrimentally with the atmosphere of conducive learning created in the training session and training venues or during any other training activities. **(Class 1, 11.misdemeanors)**.



8.2. SERIOUS MISCONDUCT

- refers to any action by a Learner/trainee that may threaten the well being of another Learner/trainee, member of staff or other member of the Trust community, or may represent behavior that requires counseling by an outside agency. **(Class 111. and IV. misdemeanors depending on severity and intent.)**

8.3. CRIMINAL MISCONDUCT

- refers to any action by the Learner/trainee that may constitute a crime and which requires action by the South African Police or the Criminal Justice System. **(Class IV and V misdemeanors depending on severity and intent.)**

9. Classification of Misdemeanors.

CLASS 1 MISDEMEANOR

(Minor violation of general training sessions/ class discipline)

- Failing to attend training sessions on time
- Leaving training venue without permission
- Minor plagiarism
- Failing to complete assigned tasks and projects
- Dishonesty
- Failing to comply with reasonable instructions of facilitators

Disciplinary Action

(To be carried out by training session facilitator)

- Verbal warning
- Demerits
- Extra work
- Small menial tasks
- Detention

CLASS 11 MISDEMEANOR

(Minor violations of Trust rules)

- Frequent repetition of **Class 1** misdemeanors, where the disciplinary action by the training facilitator is deemed ineffective.
- Truancy of training sessions
- Using abusive or profane language
- Cheating
- Engaging in excessive display of mutual affection
- Verbally threatening the safety of another person
- Interruption of education in the training sessions
- Discriminatory behaviour, including racial intolerance and sexist comments
- Disrespect towards another person



- Minor vandalism e.g. graffiti
- Forgery of documents and signatures with negligible consequences

DISCIPLINARY ACTION

(To be carried out by training session facilitator)

- Any disciplinary measure proposal for **Class 1** misdemeanor
- Conferences with Learner/trainee
- Written warnings
- Behavioral contracts
- Daily report
- Duties that contribute to the improvement of the training sessions environment (e.g. cleaning, administrative tasks)

CLASS 111 MISDEMEANORS

- Frequent repetition of **Class II** misdemeanors where prior disciplinary action is deemed ineffective
- Minor injury to another person
- Leaving training sessions premises without permission
- Possession or use of tobacco
- Gambling
- Possession or use of alcohol
- Severely disruptive behavior. E.g. disruption of several training sessions
- Possession of or distribution of pornographic material
- Possession (without use of) dangerous weapons
- Theft
- Vandalism

Disciplinary Action

(To be carried out by member(s) of Trust Disciplinary Committee)

- Any disciplinary measure proposed for **Class 111** misdemeanor
- Suspension from some training programme related activities.
- Written final warning that Out-of-Trust suspension may be implemented
- Referral to Psychologist/Counselor/Clinic/Community or Social Worker, or any other Agency considered appropriate

CLASS IV MISDEMEANOR

- Repetition of **Class 111** misdemeanor, where prior disciplinary action is deemed ineffective
- Threatening another person with a dangerous weapon
- Possession or use of narcotic substances or being under the influence of such
- Sexual conduct or sexual contact by mutual consent



- Extortion of another person's property
- Forgery of documents and signatures with serious consequences
- Arson

Disciplinary Action

(Due process to be implemented by member(s) of the Trust Discipline Committee)

- Any disciplinary measure proposed for **Class iv** misdemeanors
- Referral to relevant outside agencies
- Suspension from all the Trust activities

CLASS V MISDEMEANOR

- Repetition of **Class iv** misdemeanors
- Intentionally causing major physical injury to another person (assault)
- Intentionally using a dangerous weapon
- Sexual harassment, sexual abuse
- Robbery, major theft
- Breaking and entering locked premises
- Selling narcotic substances

Disciplinary Action

(Due process to be implemented by member(s) of the Trust Disciplinary Committee)

- Expulsion of learner/ trainee from the training programme
- As this misdemeanor constitutes crimes, civil or criminal prosecutions may follow, pending claims brought against the accused by the victim(s).

NOTE: Should a learner/trainee commit a serious misdemeanor outside of the training environment, due process under **Class V** misdemeanor will be implemented by members of the Trust Disciplinary Committee.

This **Code of Conduct** is duly approved by the Board of Trustees of **Motheo Training Institute Trust** and signed on its behalf by the Trustees in their respective capacities and forms an integral part of this **Quality Management System Manual**.

SECTION G: DECLARATION, COMMITMENT & APPROVAL TO QMS MANUAL

We as **Motheo Training Institute Trust**, pride ourselves in our integrity therefore providing services of quality to the recipients of our services and/or beneficiaries. In providing these services this Quality Management System Manual shall service as a guide as for us to maintain, ensure, sustain and manage quality as well as complying and conforming to the **ETDQA Act**.

We, the undersigned, on behalf of **Motheo Training Institute Trust** declare the following to be true:



G.1.1. we are a provider of education and training services primarily to a sector other than the education, training and development practices sector

G.1.2. we have not sought accreditation as a provider with any other **ETDQA**

G.1.3. we will not seek accreditation with any other **EDTQA** whilst accredited by the **ETDP.SETA**

G.1.4. we will amend and/or change any policies or procedures relating to the quality and standard of the services that we provide on the basis of ongoing analyses of our client's needs or in terms of **SAQA/EDTQA** regulations and reasonable requirements, including where a site evaluation or audit demonstrates that our services do not meet **SAQA/ETDQA** requirements or are in contradiction with **NQF principles**.

We further fully understand and accept all procedures, policies that are in this **Quality Management System Manual**. This manual shall serve as a guide and is binding to all members of Motheo Training Institute Trust, ranging from the **Board of Trustees** and all employees.

As a multi-service training provider and being holistic in approach, therefore, it is in our interest as the Board of Trustees to strive to have all programmes/services that are Unit Standard based accredited. Thus, in assuring quality, we will allow audits to be done by ETDP.SETA-ETDQA and all relevant statutory bodies that are there to safe guard quality.

AUDITS

We recognise that the ETDQA has the right to undertake audits of our operating and administrative procedures and systems – and will give the personnel of the ETDQA access to all relevant information, staff and venues in order to conducts such audits.

QUALITY MANAGEMENT SYSTEM

We will regularly review our Quality Management Procedures and maintain records of these reviews for 5 years. All staff have had input into the development of these **Quality Management System Manual (QMS)**. Staff employed by us have access to all Quality Management procedures and mythology and have been trained in their implementation.

We will undertake corrective actions to ensure continuous improvements of Quality Management procedures and will notify the **ETDP.SETA- ETDQA** of any changes to our Quality Management procedures –and all legislative bodies that we are working with.

Thus signed on behalf of **Motheo Training Institute Trust** by duly legal representatives who are Trustees:

1. Mr.R.M.Molefe: **Trustee** Designation :Director

(Signature)

2. Mr. P.P.Ntuli: **Trustee** Designation: Chairperson

(Signature)

3. Ms. B.T.Matiwane: **Trustee** Designation : Treasurer

(Signature)

Adopted and approved by the Board of Trustees on the **17th June 2011**

Quality Management System



