




## LEARNING PROGRAMMES POLICY

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## 1. INTRODUCTION

- 1.1. This policy serves as an instrument within which the implementation of Learning Programmes is managed and administered in the PSETA.
- 1.2. In terms of Section 10 of the Skills Development Act as amended, PSETA is expected to fulfil the below functions:
- 1.2.1. Establish Learning Programmes.
  - 1.2.2. Assist in the conclusion of the Agreements for Learning Programmes, to the extent that it is required; and
  - 1.2.3. Register Agreements for Learning Programmes, to the extent that it is required.

## 2. PURPOSE AND OBJECTIVES


The purpose of this Policy is to provide a policy framework within which the PSETA manages the implementation of Learning Programmes, including:

- 2.1. Setting out a clear Learning Programmes Policy provision for stakeholders that wish to implement Learning Programmes in partnership with the PSETA.
- 2.2. Guiding stakeholders and PSETA staff on the Learning Programmes Policy when implementing Learning Programmes.
- 2.3. Making provision for Learning Programmes Guidelines, the purpose of which is to ensure that Learning Programmes implemented follow and comply with relevant prescripts and are monitored accordingly.


## 3. ACRONYMS AND ABBREVIATIONS

The following acronyms and abbreviations are often referred to in this Policy:

Acronym/Abbreviation	Description
AA	Accounting Authority
APP	Annual Performance Plan
ARPL	Artisan Recognition of Prior Learning
DHET	Department of Higher Education and Training


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Acronym/Abbreviation	Description
DPSA	Department of Public Service and Administration
HEI	Higher Education Institution
HET	Higher Education and Training
NATED	National Accredited Technical Education Diploma
NQF	National Qualifications Framework
NSDP	National Skills Development Plan
PSETA	Public Service Sector Education and Training Authority
QAP	Quality Assurance Partner
QCTO	Quality Council for Trades and Occupations
QMR	Quarterly Monitoring Report
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SDP	Skills Development Provider
SETA	Sector Education and Training Authority
SETMIS	Sector Education and Training Management Information System
SLA	Service Level Agreement
SMS	SETA Management System
TVET	Technical and Vocational Education and Training
WBLPA	Workplace Based Learning Programme Agreement
WIL	Work Integrated Learning


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#### 4. DEFINITIONS


Term	Description
<b>Agreement</b>	Means a Workplace Based Learning Programme Agreement.
<b>Allowance/ Stipend</b>	Means the amount of money payable to a learner in respect of ordinary or shorter hours worked in a day or week. It is a monthly allowance to trainees or apprentices to cover living expenses.
<b>Apprenticeship</b>	Means a period of workplace-based learning culminating in an occupational qualification for a listed trade.
<b>Candidacy</b>	Means a period of workplace-based learning undertaken by a graduate as part of the requirement for registration as a professional in the required professional designation as stipulated by a professional body.
<b>Competent person</b>	Means any person who is legally competent to consent to any action or decision being taken in respect of any matter concerning a child.
<b>Consent</b>	Means any voluntary, specific and informed expression of will in terms of which permission is given for the processing of personal information.
<b>Data subject</b>	Means the person to whom personal information relates.
<b>Employer</b>	Refers to an employer party to an agreement or a group of such employers.
<b>Graduate Internship</b>	Means a period of workplace-based learning for the purposes allowing a person who has completed a post-school qualification to gain workplace experience or exposure to enhance competence and/or employability. This may include academic staff with existing qualifications that need industrial exposure or experience.
<b>Internship</b>	A career-based learning experience that involves a real-world work environment and standard workplace expectations.

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Term	Description
	The position of a student or trainee who works in an organisation in order to gain work experience or satisfy requirements for a qualification.
<b>Internship for the "N" Diploma (TVET WIL)</b>	Means a period of workplace-based learning undertaken as part of the requirement for the "N" Diploma.
<b>Lapsed</b>	Means that a learning programme agreement has ended after the learner has completed all the relevant curriculum components and undergone the relevant assessments and includes the termination of the agreement and payment of all associated grants to the employer and the deactivating of the learner from the active database of learners in Learning Programmes.
<b>Learner</b>	Means one who has concluded a learning programme agreement in terms of section 17 of the Act i.e. the learning party to a learning programme agreement, who is enrolled in a registered learning programme that has a curriculum registered with QCTO and includes [the] learner contemplated in both section 18(1) and section 18(2) of the Act".
<b>Learnership</b>	Means a period of workplace-based learning culminating in an occupational qualification or part qualification.
<b>Learner Registration Form</b>	Means a form for skills programmes, RPL programme, Bursaries programme or full qualification; entered by the learner and the institution/SDP for the purposes of registration by the PSETA.
<b>Mentor</b>	Means a knowledgeable and experienced individual or a subject matter expert identified in the workplace to assist the learners with the requisite learning expectations.

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Term	Description
<b>Operator</b>	Means a person who processes personal information for a responsible party in terms of a contract or mandate, without coming under the direct authority of that party.
<b>Placement</b>	Means placing an individual in a placement opportunity, with due regard to the Code of Good Practice on the Integration of Employment Equity in Human Resources Policies and Practices in terms of the Employment Equity Act, 1998 (Act 55 of 1998).
<b>Professional Designation</b>	Means a title or status conferred by a professional body in recognition of a person's expertise and right to practice in an occupational field and registered on the NQF in terms of section 30 of the NQF Act.
<b>PSETA Funded</b>	Refers to programmes funded by the PSETA through a Memorandum of Agreement signed after the approval of applications received through a Discretionary Grant Call or any other means as outlined in the PSETA Discretionary Grant Policy.
<b>Personal Information</b>	Means information relating to an identifiable, living, natural person, where it is applicable, an identifiable, existing juristic person, including but not limited to: <ul style="list-style-type: none"> <li>a. Information relating to the race, gender, sex, pregnancy, marital status, national, ethnic or social origin, colour, sexual orientation, age, physical or mental health, wellbeing, disability, religion, conscience, belief, culture, language and birth of the person;</li> <li>b. Information relating to the education or the medical, financial, criminal or employment history of the person;</li> <li>c. Any identifying number, symbol, email address, physical address, telephone number, location information, online identifier, or other particular assignment to the person;</li> </ul>

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Term	Description
<b>Responsible Party</b>	Means a public or private body, or any other person which, alone or in conjunction with others, determines the purpose of and means of processing personal information.
<b>Sectoral Determination</b>	Means a sectoral determination made under Chapter Eight of the Basic Conditions of Employment Act, No. 75 of 1997 as amended; this determination forms part of the contract of employment of every unemployed learner.
<b>Sector Funded</b>	Refers to Learning Programmes funded by PSETA stakeholders. This excludes any programmes implemented by PSETA stakeholders but funded by other SETAs.
<b>Skills Development Provider</b>	Means the Skills Development Provider party to an agreement or group of such Skills Development Providers. It also refers to a provider of an occupational learning, this includes Public and Private training providers and any other training academy or state academies.
<b>Skills Programme</b>	Means a learning programme that is occupationally based and when completed constitutes a credit(s) towards a registered qualification in terms of the NQF Act.
<b>SETMIS</b>	Is a unit record based information system that stores and maintains unit records of SETA data related to skills education and training, including participating employers, skill development providers, assessors, learners and skills education and training.
<b>Student Internship: Category A (WIL Programme)</b>	Means a period of workplace-based learning undertaken as part of the requirement for the Diploma, National Diploma, Higher Certificate or Advanced Certificate as a vocational qualification stipulated in the Higher Education Qualifications Sub-Framework (HEQSF).
<b>Submit</b>	Means to deliver by hand, registered post or by an electronic communication that can be printed by the receiver.




Term	Description
<b>Suspend</b>	Means to formally interrupt an agreement for a specific period without terminating it.
<b>Termination</b>	Means to dissolve an agreement before all the terms of agreement have been fulfilled.
<b>The Act</b>	Means the Skills Development Act No 97 of 1998, as amended
<b>POPI ACT</b>	Means the Protection of Personal Information Act, No 4 of 2013. to promote the protection of personal information by public and private bodies.
<b>Workplace based Learning Programme</b>	Means an intervention as contemplated in an occupational qualification which a person internalizes knowledge, skills and competencies and gain insight through exposure to work by achieving specific outcomes to enhance employability.

## 5. SCOPE OF APPLICATION

The Policy applies to:

- 5.1. All the PSETA stakeholders and any other role players intending to establish, develop, register, and implement Learning Programmes related to the PSETA scope of coverage.
- 5.2. This policy covers the following Learning Programmes:
  - 5.2.1 Artisan Development;
  - 5.2.2 Bursaries;
  - 5.2.3 Learnerships;
  - 5.2.4 Skills Programmes and Single Unit Standard;
  - 5.2.5 Work Integrated Learning;
  - 5.2.6 Internships;
  - 5.2.7 Recognition of Prior Learning; and
  - 5.2.8 Full Qualifications.

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## **6. LEGISLATIVE AND REGULATORY PRESCRIPTS**

- 6.1 The Constitution of the Republic of South Africa No. 108 of 1996
- 6.2 Promotion of Justice Act, No. 3 of 2003
- 6.3 Promotion of Access to Information Act, 2000
- 6.4 Skills Development Act, No. 97 of 1998, as amended
- 6.5 Skills Development Levies Act, No. 10 of 1999
- 6.6 Workplace Based Learning Programme Agreement Regulations, 2018
- 6.7 National Qualifications Framework Act, No. 67 of 2008
- 6.8 Trade Test Regulations of 2014
- 6.9 Basic Condition of Employment Act: Sectoral Determination No. 5
- 6.10 Directive on the employment of persons to Developmental Programmes in the Public Service.
- 6.11 National Skills Development Plan 2030
- 6.12 Protection of Personal Information Act No. 4 of 2013.

*The highlighted legislation is not meant to be an exhaustive list.*

## **7. POLICY STATEMENT**


- 7.1 PSETA and its officials shall:
  - 7.1.1 Implement and manage Learning Programmes in accordance with the provisions of this Policy and will always execute its mandate with professionalism and without bias or favoritism.
  - 7.1.2 Ensure that the applicable Learning Programmes guideline documents and processes are accessible to all stakeholders implementing Learning Programmes.
  - 7.1.3 Support and guide stakeholders before, during and after the implementation process.
  - 7.1.4 Ensure that this Policy is reviewed in line with the PSETA Policy Framework.
- 7.2 Principles: This Policy is based on the promotion of basic values and principles governing public administration as enshrined in section 195 of the Constitution of the Republic of South Africa, and these include:

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- 7.2.1 High standards of professional ethics must be promoted and maintained;
  - 7.2.2 Efficient, economic and effective use of resources must be promoted;
  - 7.2.3 Services must be provided impartially, fairly, equitably and without bias, and
  - 7.2.4 Transparency must be fostered by providing the public with timely, accessible and accurate information.
- 7.3 Adherence to procedural fairness: Adherence to procedural fairness as required by the Promotion of Justice Act (Act No. 3 of 2003) in terms of:
- 7.3.1 Reasonable notice, indicating the nature and purpose;
  - 7.3.2 A chance to make representations;
  - 7.3.3 A clear statement of the administrative action;
  - 7.3.4 Advice on the internal appeal rights and process; and
  - 7.3.5 Advice on the right to request reasons.

## **8. ROLES AND RESPONSIBILITIES**

- 8.1. The Accounting Authority (AA) grants approval of this Policy to be implemented and exercises its fiduciary duties of provisions of the Policy and Delegations of Authority.
- 8.2. The Chief Executive Officer (CEO), assisted by the Chief Operations Officer (COO) is accountable for establishing and maintaining systems to manage Learning Programmes.
- 8.3. The Learning Programmes Manager is responsible for the management of this Policy and overseeing the development, implementation, maintenance, review, and improvement of its procedures.
- 8.4. The Learning Programmes officials are responsible for the implementation of this Policy and to ensure stakeholder compliance with its provisions.
- 8.5. Stakeholders implementing PSETA funded and/or PSETA quality assured Learning Programmes are responsible to align their operations with the requirements contained in this Policy.

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## **9. IMPLEMENTATION OF LEARNING PROGRAMMES**

PSETA in conjunction with the sector identifies skills priority areas when developing and registering Learning Programmes, that will assist the sector in addressing the skills gaps as outlined in the PSETA Sector Skills Plan.

### **9.1. Learnerships:**

9.1.1 A learnership means a period of workplace-based learning culminating in an occupational qualification or part qualification. Section 16 of the Act, states that a SETA may establish a Learnership if:

- 9.1.1.1 The Learnership includes a structured learning component;
- 9.1.1.2 The Learnership includes a structured work experience component;
- 9.1.1.3 The Learnership would lead to a qualification registered by the South African Qualifications Authority (SAQA) associated with a trade, occupation, or profession; and
- 9.1.1.4 The intended Learnership is registered with the Director-General in the prescribed manner.


### **9.2. Skills Programmes:**

9.2.1 In terms of Section 20 (1) of the Act, Skills Programmes means a programme that:

- 9.2.1.1 Is occupationally based;
- 9.2.1.2 When completed will constitute a credit(s) towards a qualification registered in terms of the National Qualifications Framework (NQF) as defined in section 1 of the South African Qualifications Authority (SAQA) Act;
- 9.2.1.3 Uses accredited Skills Development Providers; and
- 9.2.1.4 Complies with any requirements prescribed by the PSETA.

### **9.3. Work Integrated Learning (WIL):**

9.3.1 Work Integrated learning (WIL) is the term given to educational activities that integrate academic learning of a discipline with its practical application

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in the workplace. The aim is to ensure that students develop the ability to integrate their learning through a combination of academic and work-related activities.

9.3.2 The WIL programme for Technical and Vocational Education and Training (TVET) is offered for students who have completed Nated course at level 6 (N6) and require 18 months' work experience to acquire a National "N" Diploma.

9.3.3 The WIL programme for Higher Education Institution (HEI/HET) is offered for students who have completed their studies and require 3 to 6 months work experience to acquire a National Diploma.


#### **9.4. Artisan Development:**

9.4.1. Artisan Development Programme is a programme that is aimed at developing a learner to become a qualified artisan. There are two programmes to artisan development namely: Apprenticeship programme and Artisan Recognition of Prior Learning (ARPL) programme.

9.4.2. The apprenticeship programme has two approaches to the mode of delivery of training namely: the Legacy Trades approach and the Occupational Trades Qualification approach.

#### **9.5. Internship Programme:**

9.5.1 Shall mean a programme which affords a person an opportunity to gain work experience while earning a stipend. The period shall be for a pre-determined fixed timeframe not exceeding 24 months. Learners will be paid stipend as per the Department of Public Service and Administration (DPSA) directive on the employment of persons to developmental programme in the public service. It is a programme offered to a person who has completed a qualification and is unemployed but requires workplace experience to enhance future employment opportunities.

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## **9.6. Bursary Programme:**

9.6.1 It is a formal programme which offers study financial assistance to qualifying students. It is awarded based on financial neediness and/or academic performance of a learner (for unemployed learners). Employers/Institutions apply for bursary funding to the SETA on behalf of the learners and/or employees who are in need of funding.


## **9.7. Recognition of Prior Learning Programme:**

9.7.1 RPL is an assessment process that involves assessment of an individual relevant prior learning including formal, informal, and non-formal learning to determine the credit outcomes of an individual application for credits.

## **10. REGISTRATION OF WORKPLACE-BASED LEARNING PROGRAMME AGREEMENT**

### **10.1 Requirement for registration:**

- 10.1.1 PSETA provides stakeholders/Skills Development Providers (SDPs) with approved learner agreement templates;
- 10.1.2 The parties to the agreement must complete and sign the agreement;
- 10.1.3 If the learner is a minor, the learner's parent or guardian must sign on behalf of the learner;
- 10.1.4 The Employer or the Skills Development Provider must submit the fully completed and duly signed learner agreement with the required supporting documents to the PSETA within 30 working days of the date on which the learner signed the agreement;
- 10.1.5 The employer enters into a contract of employment with the learner, if the learner is unemployed at the start of the workplace-based learning programme agreement;
- 10.1.6 If the learner is employed, confirmation of employment should be submitted with the agreement for registration;
- 10.1.7 The Skills Development Provider is accredited for the relevant qualification associated with the learning programme.

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#### 10.2 Conditional placement of a learner:

- 10.2.1 When a learner has signed the agreement, the employer must forthwith conditionally place the learner on the relevant workplace-based learning programme pending PSETA's registration and compliance process;
- 10.2.2 If the learner is unemployed, a contract of employment comes into effect when the learner is conditionally placed on the learning programme;
- 10.2.3 If the PSETA decides not to register the agreement, the employer must forthwith terminate the learner's conditional placement whether or not funding has been secured.

#### 10.3 Additional requirements for a group of employers:


- 10.3.1 PSETA may register a workplace-based learning programme agreement to which a group of employers is party to the agreement or if one of the employers is identified in the agreement as the lead employer;
- 10.3.2 The lead employer has signed the agreement and all other employer parties are listed in an annexure to the agreement.

#### 10.4 Registration decision by the PSETA:

- 10.4.1 If within 30 working days of receiving an agreement, the PSETA has verified that the relevant requirements have been complied with; the PSETA will register the agreement, record the date of registration and generate a number for the agreement;
- 10.4.2 Submit proof to each party that the agreement has been registered;
- 10.4.3 Make available a copy of the agreement to each party as and when requested to do so;
- 10.4.4 If PSETA decides not to register the agreement, the PSETA will notify each party, providing reasons for its decision considering relevant facts within 14 working days.

#### 10.5 Amendment to agreement:

- 10.5.1 The parties to an agreement may, by mutual agreement and subject to the PSETA's prior approval, amend the terms of a registered agreement;

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10.5.2 PSETA may register an amendment, if an annexure signed by each party indicating the amendment to the original agreement is submitted to the PSETA prior to implementing the amendment.

#### 10.6 Suspension of agreement:

10.6.1 PSETA may suspend a learning programme agreement for a specified period if the employer or the learners has requested, on good cause, to suspend the agreement and the other parties to the agreement have had the opportunity to make representations as to why the agreement should not be suspended;

10.6.2 An application to suspend the agreement must be submitted to the PSETA in writing;

10.6.3 On approval of the suspension the PSETA must:

10.6.3.1 Attach the application to suspend the agreement as an annexure to the agreement;

10.6.3.2 Extend the registered agreement completion date by the period of the suspension agreed by the parties;

10.6.3.3 Suspend any grant payments that may be associated with the agreement;

10.6.3.4 Notify each party to the agreement of the suspension period and the date on which the agreement will recommence;

10.6.3.5 The employer must inform the PSETA in writing of the recommencement of the agreement within seven calendar days of the recommencement;


10.6.3.6 The PSETA will resume any outstanding grant payments on receipt of proof that the agreement has been recommenced.

#### 10.7 Termination of agreement

10.7.1 The PSETA may approve the termination of an agreement if:

10.7.1.1 An employer or a learner has made a written request to terminate and the other parties have had an opportunity to make representation;




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- 10.7.1.2 A learner has terminated a contract of employment with the employer;
- 10.7.1.3 A Skills Development Provider has requested on good cause to terminate and the other parties have had an opportunity to make representation;
- 10.7.1.4 The PSETA or the employer have been unable to arrange for another Skills Development Provider to be substituted for the existing SDP.

## **11. CONDITIONS FOR LAWFUL PROCESSING OF PERSONAL INFORMATION**

- 11.1 Responsible party to ensure conditions for lawful processing – the PSETA will ensure that personal information of learners, SDPs and employers shall be handled with care and in a secured manner during the processes of validation of information, capturing, auditing, reporting, and filing.
- 11.2 Lawfulness of processing – personal information shall be processed lawfully and in a reasonable manner that does not infringe the privacy of the data subject.
- 11.3 Consent, justification, and objection – personal information may only be processed if:
  - 11.3.1 The data subject or a competent person where the data subject is a child consents to the processing;
  - 11.3.2 Processing is necessary to carry out actions for the conclusion or performance of a contract to which the data subject is a party;
  - 11.3.3 Processing complies with an obligation imposed by law on the responsible party;
  - 11.3.4 Processing protects a legitimate interest of the data subject;
  - 11.3.5 Processing is necessary for the proper performance of a public law by a public body; or
  - 11.3.6 Processing is necessary for pursuing of the legitimate interests of a responsible party or of a third party to whom the information is supplied.
- 11.4 Collection directly from data subject – personal information must be collected directly from the data subject, except if:

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- 11.4.1 The information is contained in or derived from a public record or has deliberately been made public by the data subject;
- 11.4.2 The data subject or a competent person where the data subject is a child has consented to the collection of the information from another source;
- 11.4.3 Collection of the information from another source would not prejudice a legitimate interest of the data subject;
- 11.4.4 Collection of the information from another source is necessary:
  - 11.4.4.1 To avoid prejudice to the maintenance of the law by any public body;
  - 11.4.4.2 To comply with an obligation imposed by law or to enforce legislation;
  - 11.4.4.3 For the conduct of proceedings in any court or tribunal that have commenced or are reasonably contemplated;
  - 11.4.4.4 In the interests of national security;
  - 11.4.4.5 To maintain the legitimate interests of the responsible party or of a third party to whom the information is supplied;
  - 11.4.4.6 Compliance would prejudice a lawful purpose of the collection; or
  - 11.4.4.7 Compliance is not reasonably practicable in the circumstances of a particular case.

#### 11.5 Collection for specific purpose

- 11.5.1 Personal information must be collected for a specific, explicitly defined and lawful purpose related to a function or activity of the reasonable party;
- 11.5.2 The PSETA informs the data subject of the purpose of the collection of the information during induction;

#### 11.6 Information quality

- 11.6.1 A responsible party must take reasonably practicable steps to ensure that the personal information is complete, accurate and not misleading and updated where necessary.

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## 11.7 Security measures on integrity and confidentiality of personal information

11.7.1 A responsible party must secure the integrity and confidentiality of personal information in its possession or under its control by taking appropriate and reasonable technical and organisational measures to prevent loss of, damage to or unauthorised destruction of personal information and unlawful access to or processing of personal information.

## 11.8 Information processed by operator or person acting under authority – an operator or anyone processing personal information on behalf of the responsible party or an operator must:

11.8.1 Process such information only with the knowledge or authorisation of the responsible party; and

11.8.2 Treat personal information which comes to their knowledge as confidential and must not disclose it, unless required by law or in the course of the proper performance of their duty.

## 12. MONITORING AND EVALUATION PHASE

### 12.1 Monitoring and Evaluation

12.1.1 Monitoring is an ongoing activity which tracks the progress of the project during its lifetime.

12.1.1.1 To establish baseline information.


12.1.1.2 To track changes from baseline conditions to the desired outcomes.

12.1.1.3 To identify areas requiring corrective action.


12.1.2 Evaluation is a systematic process which assess the strengths and weaknesses of the project.

12.1.2.1 To validate what results were achieved, how and why they were achieved or not.

12.1.2.2 To refine the “theory of change”, revisit original assumptions and objectives thereby improving learning and future approaches.

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- 12.1.3 The monitoring of Learning Programmes is undertaken as a formative assessment, with the purpose of continuous monitoring to deal with issues in a way that fosters improvement and generation of knowledge to meet the required progress towards desired outputs during the implementation of Learning Programmes.
- 12.1.4 Monitoring of Learning Programmes takes the following forms:
- 12.1.4.1 Workplace Audit/Vetting
  - 12.1.4.2 Pre-implementation
  - 12.1.4.3 Induction/Orientation
  - 12.1.4.4 Project monitoring
  - 12.1.4.5 Project close-out
- 12.1.5 PSETA officials will monitor PSETA funded projects as per the project monitoring plans outlined in the Learning Programmes Standard Operating Procedure (SOP).
- 12.1.6 In any given financial year, PSETA officials will conduct two desktop project monitoring and/or two site visits per project. This provision excludes the Skills Programme as they are of a shorter period. Desktop project monitoring entails online or telephonic engagement with the stakeholder and/or the learners.
- 12.1.7 For Skills Programmes: Orientation, and/or Project close-out may happen in the same financial year depending on the start date of the project.
- 12.1.8 Monitoring after three months of the start of the training but not later than six months is compulsory for all programmes excluding Skills Programmes.
- 12.2 Workplace Audit/Vetting
- 12.2.1 The purpose of workplace audit or vetting is:
- 12.2.1.1 To verify that the workplace meets the Health and Safety requirements in terms of the Occupational Health and Safety (OHS) Act or the Mine Health and Safety (MHS) Act (for Artisan learners).

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12.2.1.2 To verify the approval status of the workplace and start a process of supporting them with the workplace approval if it is not approved.

12.2.1.3 To verify whether there are adequate resources both physical (e.g. infrastructure) and human (e.g. mentors) to provide work experience to the number of learners applied for.

12.2.2 The frequency is a once-off activity after pre-implementation and before the placement of learners.

12.2.3 The workplace will be approved for a period of three years. However, the workplace should maintain the status of approval, which will be verified during monitoring.

12.2.4 For Artisan Development programmes this entails a physical inspection of the workplace, whereas for Learnerships, Internships and Work Integrated Learning a desktop exercise in the form of a declaration by the host employer will be conducted.

12.2.5 The workplace audit/vetting may also be conducted for the purposes of contracting.

### 12.3 Pre-Implementation

12.3.1 The purpose of pre-implementation is:


12.3.1.1 To guide the stakeholder to develop an implementation plan with the necessary resources to implement Learning Programmes.

12.3.1.2 To verify and validate accreditation/scope, physical and human resources relevant to provisioning practices in relation to the learning intervention.

12.3.1.3 To communicate project documents.

12.3.1.4 To provide guidance to the appointed stakeholders where applicable.

12.3.1.5 To verify that there are partnership agreements in place where a stakeholder cannot fully and successfully implement the Programme on its own.

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12.3.2 A pre-implementation can take the form of a Discretionary Grant application workshop, Memorandum of Agreement (MoA) or project definition workshop, Project Implementation Plan support workshop or a meeting requested by a stakeholder seeking to implement a sector funded Programme or a meeting initiated by the PSETA to support the stakeholder.

#### 12.4 Induction

12.4.1 The purpose of Induction is to take all stakeholders through the terms and conditions of the Learning Programme Agreement and advise stakeholders of their roles and responsibilities as enshrined in the Workplace-Based Learning Programme Agreement.

12.4.2 The PSETA is responsible for inducting learners in all PSETA funded Programmes.

12.4.3 For the sector funded Programmes, induction is conducted on request of the funding or implementing stakeholder.

#### 12.5 Project Monitoring

12.5.1 Verify that learners are placed in the correct directorates or sections in line with their qualifications.

12.5.2 Verify that bursary, Learnership, internship, WIL and artisan learners are attending training accordingly.


12.5.3 For learners (artisan development, WIL, internships and Learnerships) whose directorates cannot give them the full exposure in terms of qualification requirements, verify that there is a plan in place to rotate them to other sections.

12.5.4 For WIL, verify that the Technical and Vocational Education and Training (TVET) College has a monitoring plan and they are adhering to it.

12.5.5 Inspect the learner attendance registers to verify regular work attendance.

12.5.6 Verify whether learners are receiving the learner allowance as per the provisions of the MoA.

12.5.7 Support the stakeholder with the preparation and packaging of the tranche claim.

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12.5.8 This is a compulsory project monitoring that happens three months after the start of the training, but not later than six months for all projects except skills programmes.

## 12.6 Project Closeout


12.6.1 The project closeout is conducted at the end of a project. The purpose of the project closeout is for overall assessment of the project performance in terms of:

- 12.6.1.1 Scope Management
- 12.6.1.2 Time Management
- 12.6.1.3 Financial Management
- 12.6.1.4 Risk Management
- 12.6.1.5 Communication Management
- 12.6.1.6 Stakeholder Management
- 12.6.1.7 Lessons learned and recommendations for future projects

## 12.7 Learning Support

12.7.1 During monitoring the following aspects are looked at to ensure requisite support for learning:

- 12.7.1.1 Placement of learners – the appropriateness of the structured workplace experience provided to the learners; check if they are provided with working stations, is the working environment related to the learning, policies and procedures managing employment.
- 12.7.1.2 Learning enablers – do the learners have mentors and/or coaches, do they have learning material (where applicable), is the workplace assisting in the completion of the required work, is the workplace provided with guidance regarding the requisite support.
- 12.7.1.3 Monitoring of learners – training schedule, workplace assignments, attendance records, learner conduct, track learner achievement / performance, communication, payment of learner stipends (where applicable).

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12.7.1.4 For artisan development – learners are equipped with appropriate protective clothing (PPE) and that learner received fully equipped toolboxes related to the trade.

### **13. QUARTERLY MONITORING REPORT**

13.1 In terms of Section 10(h)(ii) of the Skills Development Act, the Director- General of DHET is the Accounting Officer, and SETAs are required to submit plans and reports on the implementation of its Service Level Agreement (SLA). The National Skills Development Plan (NSDP) also states that a SETA must develop a Strategic Plan (SP), Annual Performance Plans (APP) and SLA; and submit quarterly reports. It further emphasises that the APP will allow the system to review the annual performance of SETAs to ensure that the SETAs have met the agreed upon milestones. This will form the basis for the monitoring of the SETAs. The implementation of the APP is reviewed and reported to DHET on a quarterly basis.

13.2 The DHET communicates the Quarterly Monitoring Report (QMR) submission dates through a circular to SETAs.

13.3 The SETA is required to report to DHET on the number of SETA and/or sector funded learners enrolled and completing Learning Programmes in a reporting year. This information is reported through the Sector Education and Training Management Information System (SETMIS) reporting tool provided by DHET.


13.4 The SETA submits a quarterly monitoring report (QMR) at the end of each quarter. Over and above, the SETA is required to submit a performance report on monthly basis.

13.5 The QMR is submitted through the SETMIS, and the SETA CEO declares the data submitted through the system.

### **14. RESOLVING LEARNING PROGRAMMES DISPUTES**

14.1 The Sectoral Determination 5 sets out the procedures that may be followed in the event of grievances/disputes not being able to be resolved through the internal procedures.



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14.2 A learner may take a contractual dispute to the Commission for Conciliation, Mediation and Arbitration (CCMA) or Labour court if there is a breach of contract, unfair dismissal, non-payment of learner allowance etc.

14.3 Where there is a problem related to the quality of the education and training in the learning programme (either the formal education and training or the structured workplace component) the concern should be communicated to the PSETA and the relevant QAP will intervene.

14.4 Where there are grounds for variation or termination of the agreement (the learner leaves the employer or skills development provider ceases to exist, or other substantial reason) then a formal request needs to be made to the SETA.

14.5 Where the issue is related to the progress of the learner, the accredited skills development provider must have processes and procedures in place to address disputes internally between mentor and learners.

## **15. RECORD KEEPING**

15.1 PSETA Learning Programmes Department must keep an updated record (in any form provided that the Learning Programme agreement can be produced in hard copy when required) of.

15.2 All Learning Programme agreements registered by PSETA including the registration number.


15.3 All grants paid by the PSETA in respect of all Learning Programme agreements.

15.4 All amendments to the terms of Learning Programme agreements.

15.5 All Learning Programme agreements successfully completed including the agreement registration number, qualification or part qualification number and certificate number.

15.6 All Learning Programme agreements terminated including reasons for such termination.

15.7 All reports from employers regarding the employment status of a learner that has completed his or her Learning Programme.

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**16. NON – COMPLIANCE**

Non-compliance with this Policy or any applicable regulatory requirements through any deliberate or negligent act or omission, including allowing any staff, either expressly or impliedly, not to comply with this Policy or any applicable regulatory requirements, will be considered serious and be dealt with in terms of PSETA's disciplinary policies and procedures.

**17. POLICY IMPLEMENTATION**

This Policy comes into effect on the date of signature and the relevant owner shall ensure that it is communicated to staff using various modes, not limited to email, intranet, workshops, etc. However, this shall not have any bearing on the effective date for implementation.

**18. MONITORING, REVIEW AND UPDATING OF THE POLICY**

This Policy has to be reviewed and the outcome of such process may either require the author to maintain the status quo or update/amend it.

**19. APPROVAL OF THE POLICY**

The Policy shall be approved by the AA and signed by the Chairperson subsequent to the Resolution taken.