Wholesale&Retail
LEADERSHIP CHAIR

Cape Peninsula
University of Technology

W&RSETA
WHOLESALE AND RETAIL SETA
Skills Development for Economic Growth

*"Collaboration opens the window
to a world of opportunities."*

Project 2016/23:

**An e-learning strategy
for the W&R Sector:
A framework for collaboration
and implementation within the
South African Retail Sector**

APPLIED RESEARCH
LEADERSHIP DEVELOPMENT
SERVICE TO RETAIL COMMUNITY

Project 2016/23:

An e-learning strategy for the W&R Sector:
A framework for collaboration and implementation within the South African Retail Sector

Lead Researcher

Jonathan Aspeling

Cape Peninsula University of Technology

Department of Retail Business Management

aspelingj@cput.ac.za

Research Team

Professor Roger B Mason

Wholesale & Retail Leadership chair

Cape Peninsula University of Technology

Patrick Coates

International skills UK Ltd

International perspectives on e-learning

30 October 2017

Wholesale & Retail Leadership Chair
Cape Peninsula University of Technology
Cape Town

"Collaboration opens the window to a world of opportunities"

This report is available online at: www.wrlc.org.za

Table of Contents

List of Appendices

List of Tables

List of Figures

List of Acronyms and Abbreviations

ACODE	Australasian Council on Open, Distance and E-learning
AKO	New Zealand's National Centre for Tertiary Teaching Excellence
CBT	Computer based training
CHEA	Council for Higher Education Accreditation
CEDEFOP	The European Centre for the Development of Vocational Training
DHET	National Department of Higher Education and Training
ETQA	Education and Training Quality Assurance
FET	Further Education and Training College
HRD	Human Resource Development
ICDE	The International Council for Open and Distance Education
ICT	Information Communication Technology
INSETA	The Insurance Sector Education and Training Authority
JISC	Joint Information Systems Committee
LMS	Learning Management Systems
NSDS	National Skills Development Strategy
OER	Open Educational Resources
QAA	Quality Assurance Agency for Higher Education
QCTO	Quality Council for Trades and Occupations
QMS	Quality Management Systems
SAQA	South African Qualifications Authority
SME	Small and Medium Enterprises
SNA	Swedish National Agency for Higher Vocational Education
TEL	Technology Enhanced Learning
UNESCO	The United Nations Educational, Scientific and Cultural Organization
VET	Vocational Education and Training
W&RSETA	The Wholesale and Retail Sector Education and Training Authority

EXECUTIVE SUMMARY

The rationale for this position paper is to respond to a need of the Wholesale and Retail Sector Education and Training Authority (W&RSETA) to be in an informed position to engage with wholesalers, retailers and training providers around e-learning as a modality of education and training.

E-learning as a system of technologies, activities and role-players continues to grow exponentially worldwide in a range of disciplines including workplace learning. The prominence of e-learning is also increasing at government policy level as is evident in recent white papers on national integrated information communication technologies (ICT) and also post school education and training. Recently, a number of company annual reports in the Wholesale and Retail Sector indicate a trend of increasing importance and use of e-learning in workforce skills development to deliver flexible and distributed programmes such as induction, product knowledge, systems compliance and customer service. The W&RSETA as public entity is a crucial role player given its skills development and monitoring mandate and needs to make an informed response.

The research consists of a desktop exploratory literature review of e-learning concepts, policies, surveys and quality assurance, focus group input from a range of industry role players and a set of proposals and recommendations extracted from literature insights intended to initiate further engagement between the W&RSETA and the sector around e-learning.

The findings of the literature review and focus groups provide insights into potential e-learning objectives and a framework for Education and Training Quality Assurance (ETQA) of e-learning programmes and providers by W&RSETA by:

- Describing international and local experience and expectations, relevant post school education and training policies and key variables and themes that impact on e-learning. Institutional approaches in supporting e-learning within different countries are also contrasted.
- Considering numerous internationally utilised e-learning quality assurance models, findings, studies and principles in higher and vocational education.

The research outcomes are general recommendations regarding the focus, alignment and integration of e-learning into current W&RSETA policies, proposed objectives to support e-learning and a suggested framework to support Education and Training Quality Assurance (ETQA) of e-learning.

.

CHAPTER 1: INTRODUCTION

1.1. Purpose of the research

The Wholesale and Retail Sector Education and Training Authority (W&RSETA), established in 2000 in terms of the Skills Development Act (No. 97 of 1997) facilitates skills development through the implementation of learning programmes, disbursement of grants and monitoring of education and training as outlined in the National Skills Development Strategy (NSDS)(W&RSETA 2016c).One of the W&RSETA strategic objectives is the development of a comprehensive e-learning system to support the wholesale and retail sector. In 2014, two surveys were commissioned by the W&RSETA in support of this strategic objective. The surveys targeted both small and large retailers in order to investigate the possibilities of e-learning as alternate to face-to-face instruction/training. Objectives of the surveys were to obtain e-learning perspectives and information from the retail industry regarding access and attitudes of companies to e-learning and also to evaluate companies' readiness for e-learning. Findings from the surveys show that a comprehensive and systematic approach to formulation of an e-learning strategy for the wholesale and retail industry that addresses demand and supply side considerations is needed.

Establishing an e-learning system and supporting the wholesale and retail sector for e-learning when seen from the perspective of the W&RSETA must take into account the fact that it is a public entity reporting to the National Department of Higher Education and Training (DHET) and is accredited by the South African Qualifications Authority (SAQA) to perform the function of Education and Training Quality Assurance (ETQA). Accordingly, quality assurance of e-learning programmes falls within the mandate of the W&RSETA. As a result, a strategy and an e-learning approach is required to create an e-learning system which complements existing Education and Training Quality Assurance (ETQA) strategies and policies, and that enables the W&RSETA to accredit, monitor and evaluate training providers, register assessors and certify learners within the wholesale and retail industry and   also facilitate skills development and give guidance to the industry.

The purpose of the research project, "**An e-learning strategy for the W&R Sector: A framework for collaboration and implementation within the South African Retail Sector** " is to take a first step towards an e-learning quality assurance framework to be considered by wholesale and retail industry role-players and to make recommendations for further implementation by the W&RSETA.

1.2.   Methodology

The scope of the research project identified specific outcomes for the literature review, these being,

- A common understanding of the e-learning concept in a retail context.
- Specific W&RSETA objectives for e-learning from a supply and demand side perspective.
- Quality assessment of e-learning.
- Guidelines for the implementation of e-learning.

An exploratory desktop literature study is employed as methodology. Such literature studies seek to establish which information exists as it pertains to a specific research topic and the related wider subject area; the study consists of a review of e-learning concepts, policies, quality assurance frameworks and e-learning related South African legislation. Workplace learning and the wholesale and retail sector are the focus of the literature review in terms of the scope and objectives of the project. Secondly, recommendations are made to assist the W&RSETA with sector engagement on e-learning.

A roadmap of the structure of the research is provided in Figure 1 which encompasses e-learning policy perspectives (international lessons and evolving South Africa policy in Chapters 2-4) insights into e-learning in the workplace and wholesale and retail specific perspectives (in Chapters 5-7). Policy and practice insights from the literature review form the basis of the recommendations made to W&RSETA.
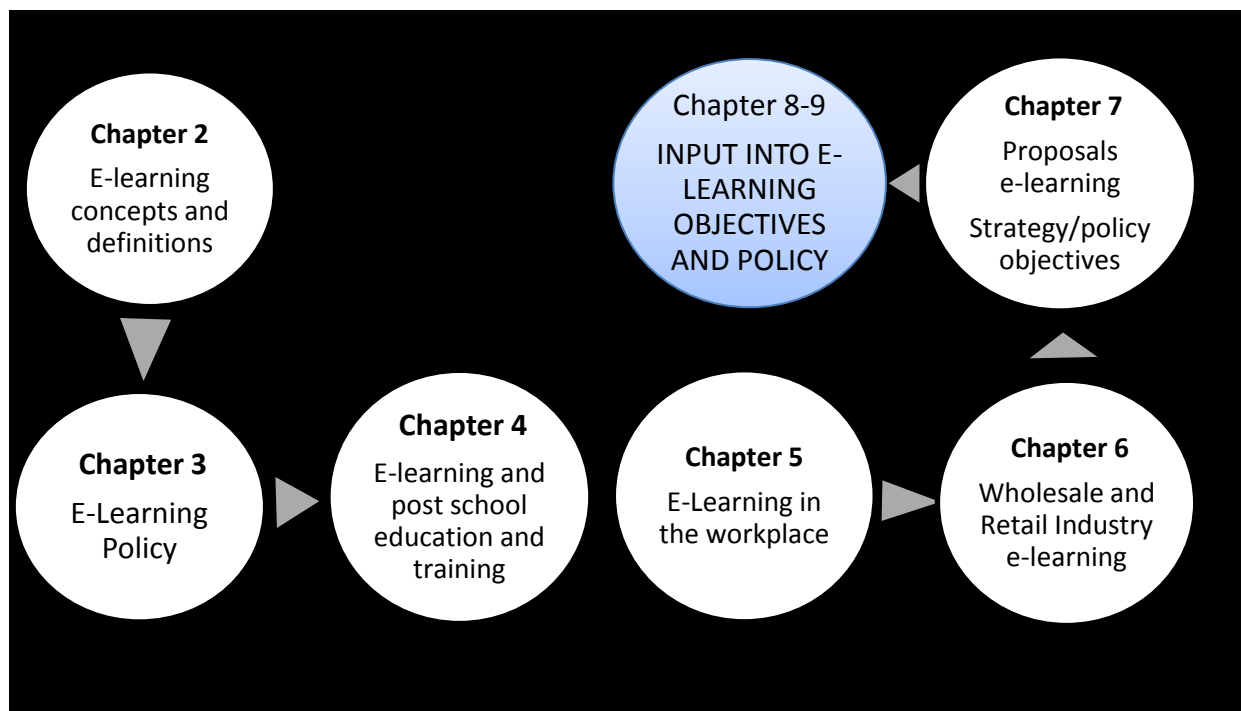
Figure 1 : Roadmap of inputs into W&RSETA e-learning system

1.2.1 Data collection, sources and selection of literature

Prior to project initiation, ethics approval was received from the CPUT Research Ethics committee, as per Ethical Clearance certificate number 2015 FBREC 330 provided in appendix 5.

Data collection undertaken makes use of two methods of literature search, firstly searches for primary data in peer reviewed journal articles, dissertations and e-learning reports and use of the snowball technique to acquire further data, and secondly searches for sources of information, documents and reports that apply to e-learning related South African legislation, quality assurance frameworks and W&RSETA prior e-learning research.

Searches for primary data were completed from April to September 2016. The searches made use of online databases that are accessed at the Cape Peninsula University of Technology. The following key terms served as general search criteria.

- e-learning definitions
- e-learning frameworks
- e-learning and vocational education
- e-learning and workplace learning
- e-learning and retailing
- e-learning policy
- e-learning quality assurance
- e-learning support organisations
- South African e-learning policies
- e-learning in Africa

Additional searches for sources of information, documents and reports that apply to e-learning related South African legislation, quality assurance frameworks and W&RSETA prior research were undertaken within the following sources.

- A search of international retail and human resources trade journals was completed with specific reference to e-learning and retailing.
- The South African Government's official website to access relevant education and training white papers or reports.

- Use of an international correspondent to supply different quality assurance frameworks used to accredit e-learning training providers and programmes in Europe.
- A search of websites of a list of organisations supporting e-learning internationally.
- Previous research commissioned by the W&RSETA with large and small retailers to assess e-learning.
- Current W&RSETA policies with respect to quality assurance.
- Glossaries that refer to e-learning terminology.

Following the initial search for literature, a process of refining documents to be used in the review was undertaken. Specific criteria were used in making the decision to include or exclude a document from the literature review. The inclusion/exclusion criteria were the following:

Inclusion: Documents that provided bibliometric analysis of e-learning research and annotated bibliographies of e-learning, cross country reports on e-learning and educational technology policy, higher education and vocational education articles and reports. Reports included were those specifically referring to e-learning within the international retail industry and different frameworks for evaluating e-learning training providers and programmes.

Exclusion: Documents addressing pedagogic aspects of e-learning, documents addressing e-learning for secondary education, organisation specific studies, e-learning benchmarking surveys, e-learning design documentation and tools, analysis of specific technologies such as learner management systems (LMS) or other technologies. Also excluded were international education and training policies and documents and general documentation and articles on quality assurance in e-learning.

1.2.2 Analysis/development

Literature sources included in the review were sorted into four focus areas which are aligned to the scope and outcomes of the project. The areas of focus were.

- **Area 1**: E-learning concepts, definitions and frameworks, workplace literature and retail industry related e-learning experience.

- **Area 2**: International e-learning policy experiences including South African legislation related to post schooling education and training where reference is made to e-learning.
- **Area 3**: Methods of supporting e-learning in education and training programmes that are internationally employed and feedback from the South African retail industry.
- **Area 4**: Quality assurance frameworks that are used in evaluation of e-learning providers and programmes.

A focus area centred approach was used to review and analyse the studies collected. This involved the creation of a table or matrix for each area identified. Studies, reports and legislation artefacts were grouped into the four areas in order to organise, review and critically analyse the literature.

Points of departure (POD) were identified for each of the focus areas. Information was recorded through a review and analysis of the full text of articles and/or reports that formed part of a specific group.

- Bibliometric analysis of literature and annotated bibliographies were utilised as POD in area 1 to identify and confirm key themes and findings. Source literature was consulted where identified during analysis to be relevant and cited in the literature review and list of references.
- International reports referring to e-learning policy and South African specific legislation related to education and training were utilised as POD in area 2. Full texts of reports and legislation were reviewed, analysed and summarised.
- International expert input into lists of organisations supporting e-learning were utilised as POD for area 3 in addition to two research reports commissioned by the W&RSETA in 2014. Verification the list of support organisations and roles was confirmed by a review of the websites or/and annual reports of relevant organisations.
- The South African Qualifications Authority (SAQA) guidelines on quality assurance in education and training served as POD in area 4. In addition quality assurance frameworks and checklists for e-learning were supplied by e-learning experts for five different countries (Australia, New Zealand, Sweden, Scotland, United Kingdom)

The development process from the desktop exploratory e-learning literature review to recommendations is detailed in Figure 2

Chapter 2-4 E-learning concepts, International and local Policy Development	Chapter 5-6 Workplace and Wholesale and Retail Industry e-learning

Chapter 7
Proposed e-Learning objectives based on support organisations approaches and local industry requirements
- Mobilise existing capacity
- Provide targeted support to retailers and FET colleges
- Provide e- training programs for SMME
- Information and best practice support

Chapter 8-9
Mobilise existing capacity
Quality Assurance framework (ETQA) and evaluation checklist Append1

Appendix 2 Proposed e-learning terminology for adoption	Appendix 3 Example of amendments to quality management systems (QMS)	Appendix 4 Example of amendments to Program strategy

Figure 2 : Development process from literature to proposals and recommendations

CHAPTER 2: WHAT IS E-LEARNING?

This chapter presents an overview and introduction to the concept of e-learning, its origins and development and modern views of the scope of the concept. A contemporary and holistic systems approach to e-learning is also presented in order to highlight the technologies, strategies and role-players that form part of e-learning. A systems view may prove useful for wholesale and retail sector role-players seeking a shared understanding of the different components that make up e-learning. This chapter and also reference to appendix two of this report advances a common understanding of e-learning concepts and terminology.

2.1.   The concept of e-learning

E-learning is seen as the use of information and communication technologies in the delivery of education and training (AFL 2011), and is defined by the South African Qualifications Authority (SAQA) as "a mode of teaching and learning that makes use of technology-mediated features" (SAQA 2015). This mode of delivering education and training appears to be growing in use and popularity in the Wholesale and Retail industry in South Africa. For example, this trend is evident in national retailer's annual reports and websites that indicate extensive and growing use of e-learning (Shoprite 2015; Spar 2014; TFG 2014; MrPrice 2015). Knowledge and literature in the field of e-learning is large and continues to grow exponentially in Africa as evident in over 20 000 articles listed in academic journals and recorded on the Sabinet Africa Electronic Publications database since 2002.. Globally, the growth rate of on-line courses worldwide stands at 65% (Means et al. 2010). However, the history of e-learning itself does not appear to start from a single evolutionary point (Nicholson 2007). The lack of a common starting point or accepted definition is ascribed to a general conclusion that e-learning is a part of the dynamic nature of educational systems at the start of the 21st century, is the result of the merging of different disciplines (including computer science, information communication technology (ICT), and pedagogy), leading to the term being understood and defined from many different viewpoints (Sangrà et al. 2012).Originally coined as electronic learning by Mary Alice White in 1983, in a journal article entitled "Synthesis of Research on Electronic Learning", the initial view of "e-learning" was learning via electronic sources, such as television, computer, videodisk, teletext, and videotext (White 1983). The term e-learning became internationally popular in 1999 when it was first utilized at a computer based training (CBT) systems seminar in the USA and later formed part of the international technology hype cycle (Romiszowski 2004; Logica Banica1 2014) and seen as the "next killer app" in 2001 (Chambers 2001).The principles behind e-learning are argued to have existed as far back as the nineteenth century within distance education (Means et al. 2010) and are asserted to have originated within the research fields of computer assisted instruction (CAI) and computer assisted learning (CAL) from the 1960s (White 1983; Bacao 2014). A useful

timeline that details the development of some of the main e-learning concepts, foundations and first publications on a number of key e-learning concepts is presented in Figure 3 :
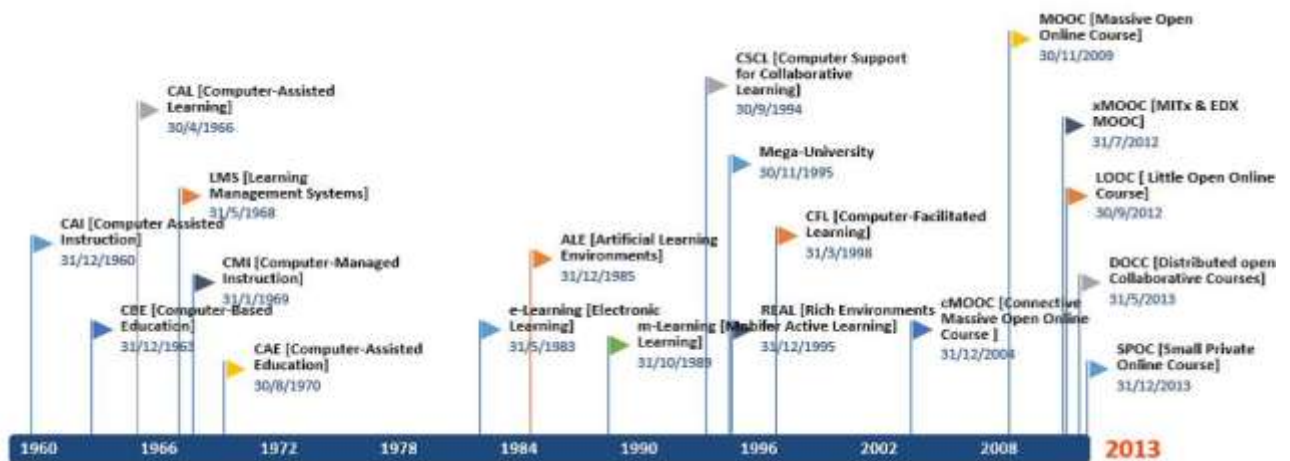
Figure 3 : Timeline of e-learning related concepts, foundations and first publications on key e-learning concepts

Source: Aparicio et al. 201: 295

As a subject of research, Hung (Hung 2012) points out that e-learning is multidisciplinary and interdisciplinary, covering a wide range of research topics, with scholars from different disciplines conducting e-learning related research ranging from content design to associated policy. Electronic learning (e-learning) as concept is viewed as being multidimensional (Dabbagh 2005) in that it can be studied in various fields, from technology to social sciences. According to Dabbagh (2005), e-Learning includes learning technologies and their functional characteristics; pedagogical models and instructional strategies. As a field of study, some studies seek to understand the adoption of e-learning systems; others assess the success of course contents; while others evaluate the perceived student satisfaction of specific e-learning course environments (Aparicio et al. 2016). The multi-disciplinary, multidimensional and interdisciplinary nature of e-learning is apparent when reviewing research that attempts to arrive at a common definition of e-learning. One useful distinction in understanding the term 'e-learning' is made by Sangrà (2012), who viewed e-learning definitions from the perspective of its components or elements. Extensive research and inputs from e-learning experts from 16 countries arrived at four general categories of definitions 1) technology-driven, 2) delivery-system-oriented, 3) communication-oriented, and 4) educational-paradigm oriented definitions.

Technology driven	Delivery system orientated	Communication orientated	Education orientated
E-learning as the use of technology	**E-learning as a means of accessing knowledge**	**E-learning as a communication, interaction, and collaboration tool**	**E-learning as a new way of learning or an improvement on an existing educational paradigm**
"E-learning is the use of technology to deliver learning and training programs"	"E-learning is defined as education delivered, or learning conducted, by Web techniques"	"E-Learning is education that uses computerised communication systems as environment for exchange of information and intearcation"	"E-learning refers to educational processes that utilise information and communication technology for syncronous and asyncronous learning"
"E-learning is the use of electronic media for a variety of learning purposes"	"E-learning defined as the self-paced or real-time delivery of training and education to an end user device"	"E-learning is learning based on information and communication technologies with interaction between students, content and instructors"	"E-learning is defined as information and communication technologies that support students to improve learning"

Figure 4 : Four general categories of e-learning definitions

Source : Adapted from: Guri-Rosenblit 2005; Liao & Lu 2008; Sangrà et al. 2012; Jereb & Šmitek 2006; Ginns et al. 2009

A contemporary definition of e-learning, or electronic learning, means the use of a computer, laptop, tablet, or potentially any other mobile device to deliver part, or all parts, of a course whether it's in a school, college, a business or at home. Whilst initially the term was used to describe a 'package' that was downloaded onto a computer or accessed via the internet, in today's context it is more broadly used to refer to any learning that takes place using technology. Using the term e-learning in the later sense, this term can refer to a much broader range of training activities and interventions such as computer based training, webinars, virtual classroom, and virtual workshops and, when combined with face-to face classroom training, it is often referred to as blended learning. The absence of a generally accepted definition of the concept (Anderson, Brown, Murray, Simpson and Mentis 2006) is further underlined in the interchanging use of the words online , technology enhanced , blended , computer-based, virtual, multimedia, web-based, computer assisted, and distributed learning in e-learning texts. As far as e-learning policies are concerned, often the concept of e-learning is broadly stated and in many cases, no explicit definition is provided in policy documentations. Anderson et al. (2006) points out that it appears that a lack of definition of the concept of e-learning from a policy perspective is not entirely a negative aspect as there are reasons to suggest that in some countries this may have helped to avoid setting up a policy framework that does not align with other education initiatives

2.2. A systems framework for understanding e-learning

In order to gain a clearer perspective of the e-learning ecosystem, a systems based theoretical framework recently developed by Aparacio (2016) can be used to explain the components of e-learning and to highlight some of the different research streams in the field. This framework is complemented by an approach to understanding e-learning uses by Bates (2001) which indicates e-learning could be used for purposes of workplace learning. In terms of a systems approach to understanding the e-learning ecosystem, systems' thinking requires that e-learning be seen in its overall context which is made up of various internal systems, each of which potentially influences or is influenced by the others (Nichols & Anderson 2005)(Aparicio et al. 2016)Figure 5 summarises the e-learning field and provides high level insights in terms of the three dimensions asserted to be the main dimensions of e-learning, namely, people, technologies and services (Aparicio et al. 2016)
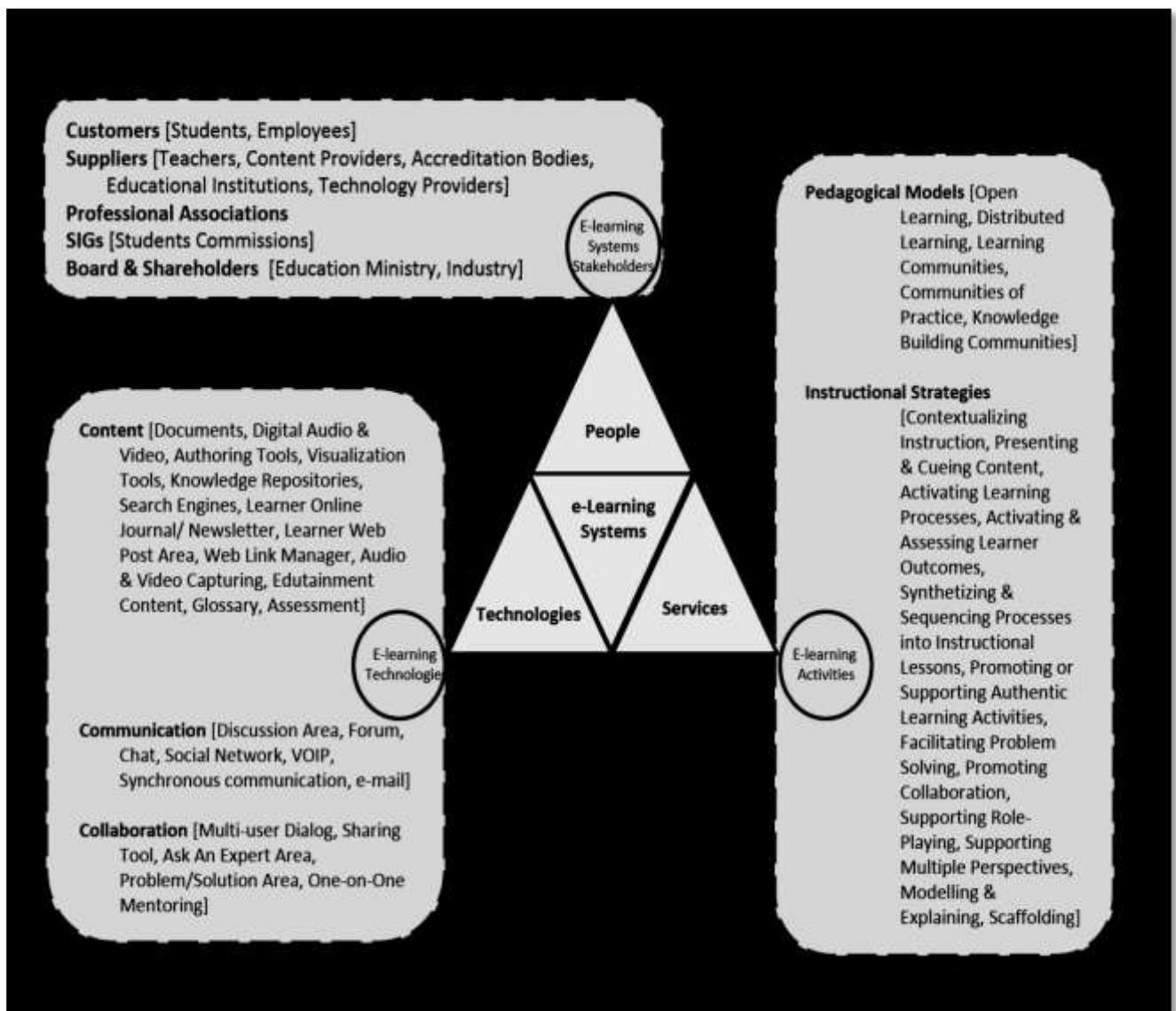

Figure 5 : Holistic e-learning systems theoretical framework

Source: Aparicio et al. 2016: 302

The framework is expanded to identify a number of e-learning systems stakeholders which may be internal or external stakeholders that impact on, or are impacted on by, e-learning. Successful implementation of e-learning is dependent on the extent to which the needs and concerns of the stakeholder groups involved are understood and addressed and the clarification of the responsibilities of stakeholders (Wagner et al. 2015). The formulation of a policy for e-learning directly involves stakeholder participation. The pedagogical models that underpin e-learning are extensively researched, discussed and debated in the texts, as are the instructional strategies, and the learning technologies. These three components enable the linkage between who (open learning, distributed learning, or communities of practice, among others) the learning process is targeted at, with the way in which these features interact (collaborating, articulation, reflecting, exploring) and the technologies through which the learning occurs (synchronous, asynchronous, communication tools or course management tools, among others).

A further approach to understanding e-learning that addresses the reasons for use of e-learning is put forward by (Bates 2001), who identifies three main types of uses of e-learning: (a) technology-enhanced classroom teaching, (b) distance education and (c) distributed or flexible learning. The first refers to technological innovations in existing face-to-face settings. A second use is in distance education, which recognises the need to make provision for access to educational services for students studying at a distance or for those who cannot attend face-to-face courses for whatever reasons. A third use of e-learning that appears particularly relevant from a W&RSETA perspective is where e-learning is used for distributed or flexible learning. Distributed or flexible learning makes it possible to offer more flexible forms of delivery than traditional classroom teaching. The key point is that flexible learning does not serve the same purpose as distance education and this distinction has not been well articulated in most texts (Bates 2001). Distributed Learning is an instructional model that allows instructor, students, and content to be located in different, non-centralized locations so that instruction and learning can occur as asynchronous learning. E-learning can provide distributed or flexible learning options for employees and allow them to up-skill more rapidly (Anderson 2011).

The focus of this research is to propose the use of distributed or flexible forms of delivery training as it is seen to be particularly relevant given the retail industry and workplace focus of the W&RSETA.

2.3.   Conclusion

It is important that stakeholders in the wholesale and retail sector share a common frame of reference around concepts and terminology associated with e-learning without limiting innovation. Adoption of a framework for understanding the scope and components of e-learning such as a system based holistic approach described above will ensure a sound basis for engagement, demystify e-learning and ensure that agreed terminology forms the basis for evaluation, quality assurance and monitoring of e-learning programmes.

CHAPTER 3 : E-LEARNING POLICIES

The future development and support of e-learning across a broad range of activities including post school education and training within the wholesale and retail sector, is to a significant extent linked to the recently promulgated South African National Integrated ICT Policy White Paper of 2016. The ICT policy in line with the overarching National Development Plan (NDP) is a drive for digital transformation and a holistic approach to ICT which has amongst other matters a range of demand and supply side considerations that will impact directly on e-learning.(Department of Telecommunications and Postal Services 2016)

This chapter provides policy perspectives from an international and African viewpoint including lessons learnt in the development and implementation of e-learning policy. The chapter discusses e-learning in a broader context and highlights a number of findings or pointers with parallels to current e-learning views that may also assist in making sense of current developments in South African information communication technologies (ICT) policy.

3.1.   International policy development

Based on a comprehensive review of international policies, numerous authors in the literature indicate that there appears to be a pattern to the development of e-learning policies. As a first step pointed out by Anderson et al. 2006), governments act to facilitate e-learning, secondly e-learning is integrated into the education system at different levels. In the third stage, a changing role for e-learning takes place, views of learning change and to the nature and operation of the institutions and systems (Anderson et al 2006)

Setting of policy objectives are commonly seen as the stages in policy making where policy-makers draw on the experience of early adopters of e-learning, or on their experience of previous adoption of technology use in education. In the second and third stage policy objectives, policymakers aim to make e-learning part of the mainstream, while seeing the potential for sector efficiencies and the need for policy alignment (see Figure 6). Figure 6 presents patterns of policy development in e-learning.
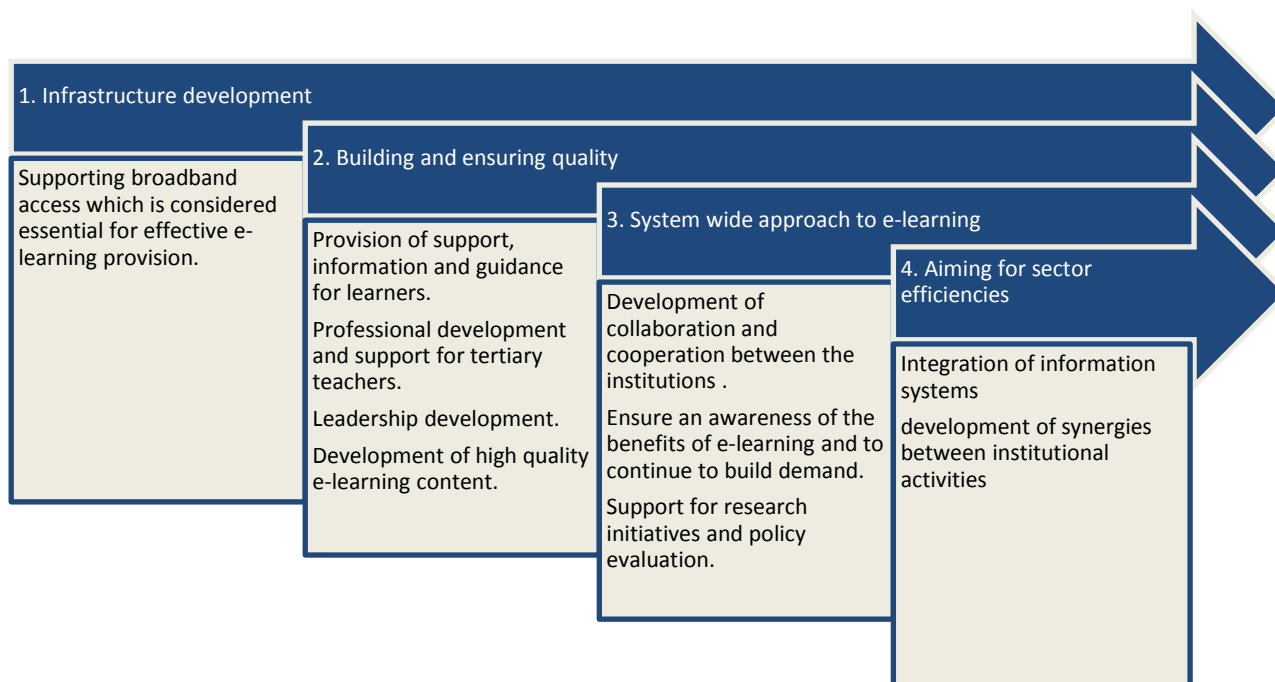
Figure 6 : Pattern of policy development in e-learning

Source: Constructed from Brown et al. 2007

3.2.   Lessons from international practice

From a review of leading studies in the area of international e-learning policy completed by a number of researchers the following lessons become evident.

3.2.1.   Understanding and maturity of e-learning policies

Comparison of e-learning policies was stated to be challenging when evaluating different countries' policies given that there is no generally accepted common understanding of the concept. The idea of blended learning is also evident which leads authors to the conclusion that there may be a higher level of e-learning adoption than estimated (Anderson et al. 2006). The provision of e-learning policies for education was found to be relatively new. A notable feature of initiatives in this area is identified to be a short implementation cycle for e-learning policies with the majority of policies operating on a two or three-year cycle (Salajan & Roumell 2015). This could possibly be ascribed to the changing nature of technologies and new trends in the understanding of the concept of e-learning.

3.2.2.   Supply and demand side considerations

Authors have highlighted the trend to place emphasis on the provision of infrastructure, materials and resources as opposed to a focus on reasons for the demand for e-learning (Harvey & Beards 2004). It seems that there may be the view that if the right support is provided, learning will take

place. There is extensive evidence that, groups or target audiences for e-learning do not make use of the infrastructure to access tertiary education and other services (Ettinger et al. 2005).There appears to be little attempt to find out what it is that students studying actually want in support of their educational aspirations (Brown et al. 2007). A supply side approach to e-learning raises questions about a range of barriers and differences between developing and developed countries that have no e-learning policies (Mainka et al. 2012; Bhuasiri et al. 2012).

3.2.3. Strategies for disadvantaged groups

Policy texts are in general silent on strategies for disadvantaged groups. There appears to be limited reference and limited evaluations that specifically focused on disadvantaged groups (Bhuasiri et al. 2012; Anderson et al. 2006)

3.2.4. Quality assurance processes

There appeared to be a lack of quality assurance processes. In many ways, the issue of quality assurance appeared to be considered after e-learning policy initiatives had been implemented and fundamental problems are highlighted on what quality in a field such as e-learning means (Brown et. 2007). Despite progress made with respect to quality assurance, recent research still indicates that huge gaps exist in quality assurance and that there is a need for knowledge building, knowledge sharing, capacity building and for coordination among stakeholders (Ossiannilsson et al. 2015).

3.2.5. Partnerships and alliances

The emergence of wide ranging partnerships and cooperation forums is another important feature in recent e-learning policy development endeavours. In Europe, Brown et al. (2007) indicates that there is cross-university cooperation and that European universities appear to use funding opportunities to promote collaboration, and other initiatives (Salajan and Roumell 2013). Commercial partners starting to partner in e-learning with universities is identified in policy texts.

3.2.6. Integrated and standalone policies

A clear distinction exists between separate and integrated policy initiatives. In the US, the use of ICT is integrated generally in state's higher education plans. The question that is raised by authors and researchers is whether the specific challenges and opportunities that e-learning presents will be adequately addressed when an integrated approach to e learning is used. The danger that is highlighted is that e-learning is watered down as additional policy initiative then does not achieve its full potential.

Standalone policies have been developed by institutions in Australia and the UK that focus on specific aspects of post school education (Salajan & Roumell 2015). The stand alone and integrated approach to e-learning policy development has indicated both advantages and disadvantages, it is not solved whether a stand-alone e- learning policy would enhance access and level of uptake of post school education as contrasted with an integrated policy.

3.2.7. Policy cohesion and levels

Cohesion and alignment between policies is also highlighted by authors. Examples where a specific e-learning policy exists in isolation within the post school education sector. The need for alignment according to Anderson et al. (2006) is the answer to the question of if there should be a policy or not. Differences are also highlighted between centralised and decentralised e -learning development initiatives. In this respect, UK institutions have a more decentralised model of policy development (Harvey & Beards 2004). In Australia, the e-learning policy for the VET sector is centralized, while universities have continued to operate independently. No clear benefit for either model is clearly evident. Central initiatives and those at the local and state level appear to compete as well those operating across nation-state boundaries on an international basis.

3.2.8. Shifts in aspects of tertiary education

In the policy initiatives reviewed, there is recognition that a change is taking place in the provision of post school education. The main area of development appears to be a shift in approach with regard to post school education and training.. With some notable exceptions such as Australia, the policies focus on formal academic tertiary institutions as opposed to vocational training and non-formal e-learning experiences. There is evidence that a number of private training organisations and large corporations use e-learning regardless of what is stated in the government policy (Ettinger et al. 2005). This is also consistent with what is found in South Africa.

3.2.9. Lack of debate, critical dialogue and engagement with research

Policy texts emphasize that there is a lack critical dialogue surrounding e-learning. The value of e-learning is never questioned is removed from any deeper consideration of its impact and value.

Brown highlights a disconnect in literature on e-learning and open and distance learning which may suggest a level of confusion and tension between the reasons for e-learning and its value within the policy discourse (Brown et al. 2007)

3.3.   Africa perspectives

Developing of e-learning policies in African tertiary education institutions is based on international experiences, and issues covered in these policies revolve around the core aspects of enabling e-learning which includes: connectivity, capacity building and content (Gunga & Ricketts 2007). African governments strive to make e-learning possible through supporting broadband access, of which, in 2015, Internet penetration in Africa was at 28.6 % with a usage rate of 9,8 % (Nielsen Online 2016). Recent surveys (Wainaina et al. 2015) of e-learning in Africa indicate that despite high levels of optimism regarding e-learning, the constraints to the growth of e-learning include important aspects such as an urban and rural divide with respect to access to electricity, use of mobile devices and use of information communication technologies (ICT) which are seen as essential precursors to using e-learning (Wainaina et al. 2015). The importance of the role of governments in e-learning remains important as far as provision of sources of funding and policy development is concerned. In most African countries, ICT integration in learning processes depends on the support of the government, local authorities and the private sector (Bryderup & Kowalski 2002). However, the role of the government, content developers, educators, educational administrators, teachers, CT network support staff, learners and their relationship with vendors of course management systems remain to a large extent undefined. In addition to national governments' support in the development of information and communication technologies (ICT) for education, international authorities, such as UNESCO, invest heavily in developing a modern framework for education in the region. Most of these initiatives are vertical, for instance UNESCO's initiative to disseminate the important role women have played in African history). The rapidly growing market for mobile devices and social media in Africa seems to be the strongest trend that will support the development of e-learning in Africa (Wainaina et al. 2015) Besides extensive research into e-learning at the tertiary level and a number of e-learning initiatives at universities in Africa, policy development and research in most of African higher education institutions is limited given the constraints detailed above. From the perspective of developing countries as opposed to countries where e-learning is more mature, important macro distinctions are evident such as the digital divide between those people and countries with access to digital technologies and those without, even though developing countries are catching up this is seen as being from a lower base than other developing countries, the gender divide in access to education for females and underserved students, partly due to societal norms and partly due to their economic situation and the language divide and pedagogical cultures that mitigate against the use of e-learning (Olson et al. 2011). E-learning is still in early stages in developing countries which experience challenges unique from developed countries, such as infrastructure, resources, information access, technical, organisational and support from institutions (Esterhuyse & Scholtz 2015) technology and connectivity, instructors' design and technology confidence (Hussein et al. 2007), as well as culture and policy (Shraim & Khlaif 2010). Alshare, Al-Dwaire and Akour (2003) (Alshare, K., Al-Dwairi, M., & Akour 2003) reported that technology integration within education in developing countries is

lagging due to cultural, political, and economic concerns. In addition, at a programme level, a number of barriers to implementation were found to be student support, flexibility, teaching and learning activities, access, students' academic confidence, localization of content and attitudes to e-learning (Andersson 2008). The objective of e-learning in developing countries is to provide basic education to a large number of poor students. This is very different to the objective of e-learning in developed countries, which aims to develop an effective knowledge economy and enhance lifelong education (Gulati 2008). Despite these challenges, opportunities still exist to improve the effectiveness and success of e-learning.

3.4.   South African National Integrated ICT Policy White Paper 2016

The South African National Integrated ICT Policy white paper of 2016 is intended to create an enabling environment and is a macro level response to international e-learning lessons as detailed above. The policy addresses a broad range of Information Communication Technology (ICT) issues and is particularly relevant from the perspective of e-learning in that the policy has as key intention the facilitation of digital transformation of South African society through policies to address the digital divide and ensure affordable access by all to ICTs, addressing supply-side issues and infrastructure roll-out, and interventions and facilitating open access and rapid deployment of infrastructure (Department of Telecommunications and Postal Services 2016)

The policy presents a whole government approach to ICT and replaces or amends key legislation that formed a foundation of the initial e learning white paper of 2004, such as the Electronic Communications and Transactions Act of 2002 and Electronic Communications Act, no 36 of 2005. The policy seeks to address both supply (infrastructure, networks and resources) and demand issues (including facilitating e-astuteness and other issues) that have, from an international perspective, lead to enhanced and accelerated e-learning. Chapter 10 of the policy specifically addresses demand side issues to improve digital access, inclusion and transformation, and development of an e-learning strategy. The policy indicates that e-skills programmes are to be integrated into primary, secondary and tertiary levels to ensure that all students can fully benefit from the learning opportunities offered from digitisation and access to global knowledge. This will include the development of an e-skills plan for the post-school education and training sector (Department of Telecommunications and Postal Services 2016)

Of specific relevance for e-learning is that in terms of the policy, individual ministries are tasked with the responsibility for roll-out of ICT-related solutions in their specific focus areas. The policy has created an overarching framework that was previously absent and gives some guidance in terms of ICT strategies of which e-learning forms a part.

3.5.   Conclusion

A number of key pointers are identified, from both an international and an Africa perspective, for ensuring successful e-learning policies and implementation. Specific emphasis on key barriers experienced in Africa such as connectivity, content and capability should inform the W&RSETA approach to e-learning in the sector. The different 'digital divides' experienced in Africa and South African ICT policy and framework response should be noted by the W&RSETA as part of its e-learning approach. Of particular relevance is that ministries are tasked to develop their own approaches and solutions, this implies that alignment and input by the W&RSETA into the evolving e-learning approach to the Department of Higher Education and Training (DHET) is needed as part of an e-learning system.

CHAPTER 4 : E-LEARNING AND SA POST SCHOOL EDUCATION AND TRAINING.

The W&RSETA, as an important stakeholder in post school education and training, with other sector education and training authorities, performs its mandate within the broader framework for integrated post school education and training initiated by government through the Department of Higher Education and Training (DHET). The W&RSETA needs to take cognisance of related legislation that specifically addresses or refers to e-learning in aligning its approach to an e-learning system.

This chapter discusses and reviews the following important current legislation with specific reference to e-learning within integrated post school education and training.

- The white paper on e-education.
- Policy framework on distance education.
- The white paper on post school education and training.
- Open learning policy framework.

In South Africa, reference to educational ICTs only exists in limited and indirect ways in a number of related policies. As a result, the government is criticized for the absence of a national policy on the use of ICTs in the higher education sector as is the case in other countries (Czerniewicz et al. 2006). Thus, "to develop institutional frameworks and strategies, institutions have to rely on a series of fragmented statements scattered through policy documents that provide little direction" (Czerniewicz et al. 2006) Progress has been made in addressing the creation of an enabling environment for e-learning within the broader ICT context by virtue of the National Integrated ICT Policy White Paper published for comment in 2016 (Department of Telecommunications and Postal Services 2016)

4.1.   White Paper on e-Education

The introduction of a white paper on e-education in 2004 was the first policy proposing a national e- education strategy (Government 2004). This was introduced as a result of the Electronic Communications and Transactions Act of 2002 that called for the development of a five-year national e-strategy to advance the use of ICTs in the public interest, including in the education sector (Walls et al. 2015). A number of basic strategic objectives for the national e-education strategy were defined in the white paper including community engagement, responsible channels of feedback and accountability, and the establishment of research and development processes. In this strategy, there is also a strong emphasis on the need for interoperability of systems, ensuring that the hardware used will have an upgrade program set to ensure this interoperability over the

long term (Department of Higher Education 2004). E-education is defined in the white paper as connecting learners and teachers to better information via effective combinations of pedagogy and technology in support of educational reform (Department of Higher Education 2004). Furthermore, the white paper on e-education states that all South African educators and learners, irrespective of race, should be able to:

- apply ICTs in order to access, analyse, evaluate, blend, present and communicate information;
- create knowledge and information by adapting, applying, designing information;
- function in a knowledge society by putting to use the right technology and become proficient in communication and collaboration skills with or without use of ICTs;
- integrate ICTs to enhance teaching and learning;
- use ICTs in planning, managing and executing administrative duties; and
- search for and access ICT resources that support curriculum delivery.

Provincial governments were tasked with the implementation of the e-learning white paper in the different provinces. Implementation of the e-education White Paper rests with the Provincial Departments of Education. Some provinces (Western Cape, Gauteng and Northern Cape), have introduced province-wide programmes on ICT integration in their schools before the formal adoption of the e-education White Paper and are implementing the goals of the policy.

4.2. Draft Policy Framework on Distance Education in South African Universities

From an educational perspective, clarity has been provided by the Department of Higher Education and Training for a number of key e-learning terms in the draft policy framework on distance education in South African universities (Department of Higher Education and Training 2012). The DHET proposed definitions for the following concepts:

- E-learning, which refers to structured learning opportunities mediated through the use of digital resources (usually combinations of text, audio and visual/video files) and software applications. E-learning may be offered on-line and synchronously (e.g. real-time conference), on-line and asynchronously (e.g. text-based discussion forum) or off-line (e.g. interactive CD/DVD/flash drive). E-learning can be employed in both contact and distance programmes.
- Blended learning, which refers to structured learning opportunities provided using a combination of contact, distance, and/or e-learning opportunities to suit different purposes, audiences, and contexts.

- M-learning or mobile-learning, referring to e-learning opportunities formatted for access via mobile devices such as netbooks, tablets, smartphones, MP3/4 players, etc.

- Open Educational Resources (OERs), which are educational resources (including curriculum maps, course materials, textbooks, streaming videos, multimedia applications, podcasts, and any other materials that have been designed for use in teaching and learning) that are freely available for use by educators and learners, without an accompanying need to pay royalties or licence fees. OERs are not synonymous with online learning or e-learning as openly licensed content can be produced in any medium: text, video, audio, or computer-based multimedia.

- Open learning is an approach which combines the principles of learner centeredness, lifelong learning, flexibility of learning provision, the removal of barriers to access learning, the recognition for credit of prior learning experience, the provision of learner support, the construction of learning programmes in the expectation that learners can succeed, and the maintenance of rigorous quality assurance over the design of learning materials and support systems.

Of importance are the 6 trends in ICTs in higher education that are highlighted and that need to be tested in the workplace training. These trends, a result of the growth of ICTs, are:

- there is a range of options available to support teaching and learning strategies;
- strategies for administering and managing education have emerged;
- exponential increases in the transfer of data ICT networks which have significantly expanded the potential for organizations to expand their sphere of operations and influence beyond their traditional geographical boundaries ;
- there has been an explosion in collective sharing and generation of knowledge;
- digitization of information in all media has introduced significant challenges regarding how to deal with issues of intellectual property and copyright.
- Systemically, ICTs tend to accentuate social disparities between rich and poor.

However, collaborative engagement in the creation of high quality open educational resources (OERs) provides an opportunity to address access, quality and cost issues simultaneously.

4.3.   White Paper on Post School Education and Training

The White Paper For Post School Education And Training (Department of Higher Education and Training 2013)highlights a number of issues that are relevant with respect to the growth of e-learning in the workplace. The White Paper envisages e-learning being incorporated into different modes of provision, including face to-face, as digital technology becomes more accessible in South

Africa. A range of principle issues emerging from the document are: the clear distinction between vocational and occupational education, where vocational education refers to a middle level of education which provides knowledge and skills to enter the economy through a general, broad orientation in vocational areas, as well as general learning in essential areas such as Language and Maths; and occupational education that refers to educational programmes that are focused on preparation for specific occupations, as well as ongoing professional development and training in the workplace. Issues raised that are at the heart of the policy development include the importance of the Further Education and Training (FET) institutions that are seen as the primary sites for vocational skills development for artisans and other occupations at a similar level in areas such as engineering, construction, tourism and hospitality, business administration, and early childhood education. The vision presented is for FET colleges to primarily offer two types of qualifications which are significant from an e-learning perspective (Mzimande 2012; Department of Higher Education and Training 2013):

- Flexible delivery: Over time the FET colleges will endeavour to become user-friendly by utilising a variety of delivery mechanisms. These should include components of distance education, mixed-mode provision, block-release provision, and evening and weekend classes to make access easier for students in a wide variety of circumstances.

- Programmes can be offered along a continuum ranging from provision based on a high level of contact and support on a regular basis (such as the Khan literacy programme) through having contact in blocks or to more independent and decentralised approaches, supported by e-tutoring and mentoring. It is also possible to migrate between modes of provision based on changing needs.

The emerging policy for workplace learning acknowledges increasing access to wireless connectivity and mobile technology. In the medium to long term, the emphasis of student support will shift from centre and contact based approaches to on-line web-based approaches. The relative balance of investment in new centres and the upgrading of existing centres, and investment in ensuring access for all post school students to mobile, connected technology needs to be carefully weighed. The policy refers to ICTs as increasingly becoming a critical ingredient for participation in a globalised world, as well as being an indispensable infrastructural component for effective education provision, especially in the post schooling sector. South Africa's particular challenge is to ensure that this infrastructure is extended equitably to all post schooling students. Currently, access is grossly uneven, making it impossible for distance education and other providers to fully harness the potential of ICTs in teaching, learning and training. Further key issues emanating from the white paper are a range of mechanisms that are identified, such as:

- making occupational education more technology enabled through collaboration with the Department of Communication and other government departments and stakeholders;

- facilitate increased bandwidth and reduced costs for educational purposes;

- engagement with stakeholders to negotiate easier access to and reduced costs for internet enabled devices;

- facilitate appropriate DHET bids for funds to ensure that a comprehensive, enabling ICTs infrastructure is put in place for all post-schooling providers and particularly the distance higher education providers; and

- make possible establishment and management of shared ICTs-enabled, networked learning centres in areas where home- based provision is likely to be difficult in the short- to medium-term(Mzimande 2012)

4.4. Open Learning Policy Framework for Post-School Education and Training

As an extension of the white paper on post school education, a framework for open learning is proposed that amongst others refers directly to workplace learning and views e-learning as a mode of provision or tool to enable or enhance open learning.

This is substantiated by the view put forward in the policy framework that acknowledges a move away from traditional, single mode institutions (where all courses and programmes are mediated either by distance or contact-based methodologies) to dual and mixed-mode institutions where courses and programmes are mediated by a range of distance, resource-based and contact-based methods, with the blend of methods varying from context to context (Department of Higher Education and Training 2017). The emerging view sees Distance education, online learning, technology-enhanced learning and e-learning as being able to all offer increased access, while e-learning also offers a growing range of innovative and effective teaching and learning methods (increasing learners' chances of success) but does not view these modalities as being synonymous with learning (open learning in this context).

The framework makes a significant contribution to, amongst others, defining and providing clarity with respect to a range of concepts that are associated with e-learning and also placing e-learning as a modality within the context of open learning. While all the learning modalities mentioned above (distance education, resource-based learning, e-learning, online learning and blended learning) are important vehicles for open learning, they should not be equated with open learning, as the policy views open learning as having no conceptual value as a synonym for any of them.(Department of Higher Education and Training 2017).

4.5   Conclusion

Existing legislation and frameworks provide a measure of clarity around definitions, e-learning concepts and how e-learning is viewed as supporting different education and training strategies. The viewpoint articulated in the texts which see e-learning as a modality, tool or vehicle through which education and training takes place is important as input into W&RSETA e-learning approach. The different frameworks provide information that will assist the W&RSETA in terms of *supply side considerations* and priority groupings within a broader education and training context. The application of e-learning within a workplace context is not extensively addressed in legislation and frameworks.

CHAPTER 5 : E-LEARNING IN THE WORKPLACE

This chapter presents e-learning from a workplace perspective or alternatively identifies ***demand side considerations that*** should be taken note of by the W&RSETA. A substantial part of the W&RSETA activities address training within the workplace through allocation of resources towards scarce and critical skills as identified within the sector skills plan (SSP). The chapter identifies the drivers, benefits and barriers to e-learning from a workplace perspective in addition to the technologies used and different approaches adopted within small and larger businesses.

In the workplace or industry, learning refers to the ongoing process of improving employee competence and performance through training, socialization, and development within an organizational context. The benefits of e-learning from a workplace perspective can be grouped into three broad categories: in the first instance, e-learning improves access to training and allows training to be delivered flexibly in terms of time and place in order to meet the needs of the employer and employee; secondly, e-learning is seen as means of ensuring consistent and scalable training, while ensuring compliance with standards and best practice; and thirdly e-learning is seen as sustainable and cost effective and results in minimal stoppages and time-off-task. E-learning also helps improve and increase the basic skills of employees, providing the organisation with a competitive advantage (Clayton & Elliott 2008). These benefits are confirmed internationally and within a South Africa retail context where e-learning is stated to have decreased the costs of up-skilling a workforce by reducing travel and employee time away from work (Callahan 2010; Shoprite 2015) and is useful for a geographically dispersed workforce because it can deliver a consistent training experience(Becker et al. 2012; Brown & Charlier 2013).

5.1.   Drivers, benefits and barriers

Four key drivers for acceleration of e-learning growth and uptake in the workplace have been identified in e-learning research (see Figure 7), which are:

- the growth of information at an organizational, individual, industry and professional level that employees need to be aware of in order to complete their tasks successfully;
- the expansion of the use of ICTs within industry which drives e-learning in order to contribute to workplace training practices;
- Return on investment linked to e-learning requires the industry to use it for training in order to improve performance at both an individual and organizational level and to provide training economically, efficiently and cost effectively;
- Legal compliance which necessitates that companies often need to meet a number of

requirements (such as health and safety, site safety, and certification), the use of e-learning is said to provide firms with the ability to monitor workers" current compliance status and to ensure all employees have accessed appropriate information on their obligations"(Clayton & Elliott 2008).

Barriers to implementing e-learning in the workplace or arguments against the implementation of e- learning are (see Figure 7):

- the high up-front costs;
- training the trainers costs;
- developing interactive and/or personalised content;
- employee resistance to e-learning (Brown & Charlier 2013; (Clayton 2009)) ;
- organisations not having an appropriate learning culture in place; a lack of management support (Bowman & Kearns 2007; Elliott & Clayton 2007);
- adopting technologies and systems that are difficult to use, access unreliable, and/or lack technical support (Callan 2009; Callahan 2010) employees and trainers lacking the skills and capabilities to teach and learn in e-learning environments (Cox & Lowrie 2010; Clayton & Elliott 2008);
- training being irrelevant to real-time work tasks and not integrated with business processes(Becker et al. 2012); and
- the tendency to relegate compliance-type training to e-learning environments(Callahan 2010).

Barriers may be summarised as:

- Connectivity: Limited access to the Internet and adequate ICTs devices/technologies.
- Capability: The unknown ICT competencies of managers, trainers and employees.
- Content: Lack of e-learning content relevant to the organisations specific needs (Clayton & Elliott 2008)
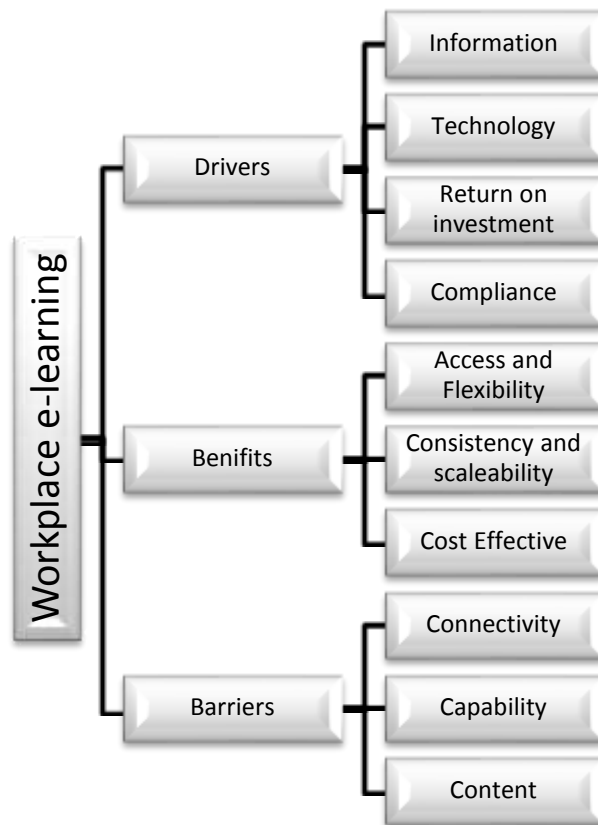
Figure 7 : Drivers, benefits and barriers for e-learning in the workplace

In addition to the external drivers and barriers that effect the deployment of e-learning in the workplace a number of internal drivers and barriers play a role in the acceptance or resistance to e-learning. Research into these forces provided insight into the attitudes and perceptions of employees in a large retail chain about the training and identified areas for further attention to facilitate a best-practices approach for increasing participation (Rabak & Cleveland-Innes 2006)

Restraining forces	Drivers of acceptance
Low self-confidence	High self-confidence
Fear of technology	Embrace technology
Fear of failure	Success orientation
Resistant to change	Positive view of change
Unsuccessful in previous training	Successful in previous training
Lack of self-direction	Self-directed
Lack of long-range career goals	Identified long-range career goals
Concern about employer monitoring	No concern if employer monitors progress
Need for face-to-face interaction	Does not require face-to-face interaction
Training not valued	High value placed on training
Feeling of being too old to learn	Age irrelevant to learning capability
Long period since last training taken	Continually learning new things
Does not equate learning with work	Equates learning with work
Feels training is irrelevant to work	Feels training is relevant to work
Believes that learning will not pay off	Believes that learning will pay off

Table 1 : Internal forces affecting e-learning in the workplace

Source: Adapted from: (Rosenbusch et al. 2011)(Rabak & Cleveland-Innes 2006)

5.2.   Programmes and technologies

e-Learning appears to be used most frequently in workplaces to supplement traditional delivery of training (blended learning) (Cipd 2008). Most common uses of e-learning in workplace learning programmes (see Figure 8) were found to be continuing education, computer-assisted training for professional development, computer-assisted occupational health and safety education, computer-assisted healthcare and nursing education, social media for informal learning, and knowledge management (Cheng et al. 2014). In addition, online learning is asserted to be highly effective for teaching basic human resource and development (HRD) training (Callahan 2010) and in customer-focused sales training in order to ensure that sales staff has sufficient knowledge of the products they sell and in the sales methods they use. The e-learning training can be accessed while in the field (Guiney 2015). The focus in workplace e-learning has moved from 'courses' to learning content that is available to employees as and when needed. E-learning is more effective when people can access it in small 'chunks', reflect on it, and then apply it immediately (Chang & Guetl 2007). The fact that E-learning is being used predominantly for compliance training and minimizing disruption to work as well as for its potential cost savings leads to the conclusion that the potential for learner engagement, interactions between employees and trainers and other more advanced uses are not yet being fully realized (Becker et al. 2012). The most common technologies and systems (see Figure 8) used to support workplace e-learning were found from

a review of international research to be learning management systems (LMS) - which allow employers to monitor and evaluate uptake, processes and outcomes; simulations which allow practice and refinement of skills; mobile-learning that provides more flexibility and customization because employees can access just-in-time and just-enough information; social networking tools (e.g. Facebook and Twitter) and Web 2.0 technologies such as weblogs and wikis, video technologies which allow employees to revisit tasks and are useful for employers because they can capture complex processes and ensure that these are consistently applied; and older technologies such as CD-ROMs and DVDs (Callan 2009; Clayton 2009 (Dagada 2004); Elliott & Clayton 2007).
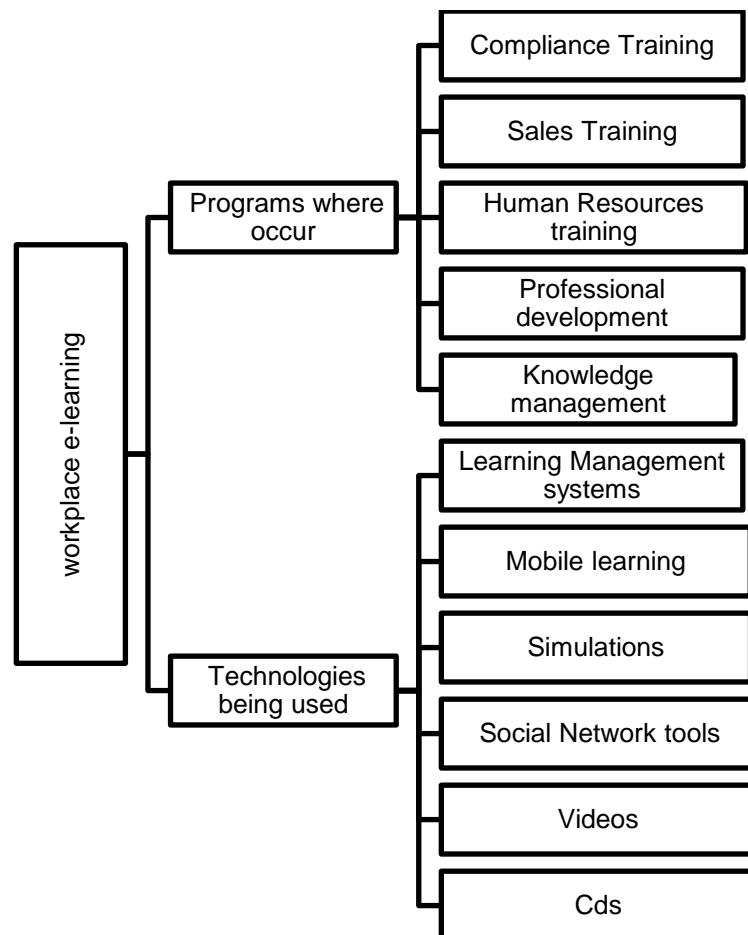
Figure 8 : Programmes offered and technologies in e-learning in the workplace

5.3. Emerging themes and successes

During this study key emergent themes for the successful deployment of e-learning in industry were identified as being (Bhuasiri et al. 2012; Clayton & Elliott 2008; Guiney 2013):

- **Awareness:** Raising the awareness of both management and general employees on the benefits of e-learning is a key driver for their active commitment to, and participation in, e-learning initiatives.

- **Compliance:** The strong personnel management capability provided by e-learning applications, such as learning management systems (LMS), ensures that the compliance and knowledge of the workforce is audited, tracked and managed effectively. This enables firms to meet all legislative requirements.

- **Strategic Planning:** The development and implementation of e-learning plans must be fully integrated within the organisation's broader training plans.

- **Management Support:** Senior management should be committed to the introduction of e-learning, evidenced through the provision of the necessary physical, financial and human resources required to successfully and effectively implement e-learning.

- **Consistency of Training**: e-learning is seen as providing a platform for the consistent delivery of quality training to all employees regardless of physical location or timing of employment.

- **People:** There needs to be impetus for staff to move from low skills to higher level skills. There also need to be opportunities for improved collaboration, communication and teamwork within the organisation.

- **Production:** Organisations have found that the growing use of e-learning applications is improving speed of learning/training and reducing employee down-time. Anecdotal comments also indicated improvement in the service provided to the customer and safer working environments.

- **Quality:** e-learning is seen as a vehicle for improving the consistent quality of training which is essential to increase the knowledge and skill levels of employees. E-learning also moves training events from "one off" sessions where employees can return to the online resources at any time reinforcing the learning that has taken place.

- **Time:** The benefits of greater speed and more flexibility for the learner need to be recognised. This flexibility also means the training can be tailored to be least disruptive to a firm's work schedules and there is less time "off the job".

The literature consistently indicated that the critical success factors for the implementation of successful e-learning in industry differed and depended upon the size of the organisation and the potential resources (financial, physical and human) available to the enterprise. Figures 9 and 10 give the critical success factor for e-learning in larger and small enterprises respectively.
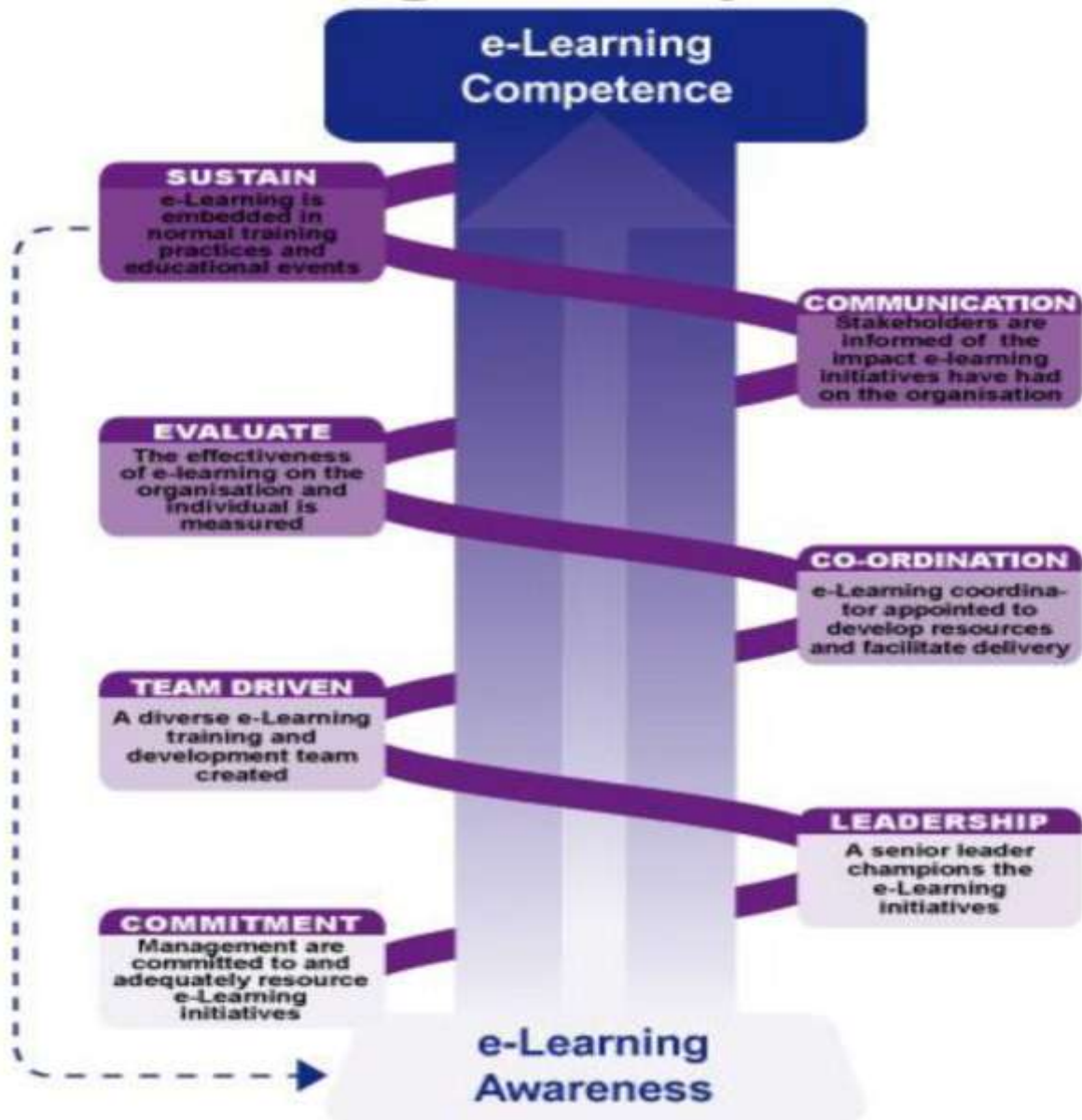
Figure 9 : Critical success factors in e-learning in large business

Source: Clayton & Elliot 2008 page no 57

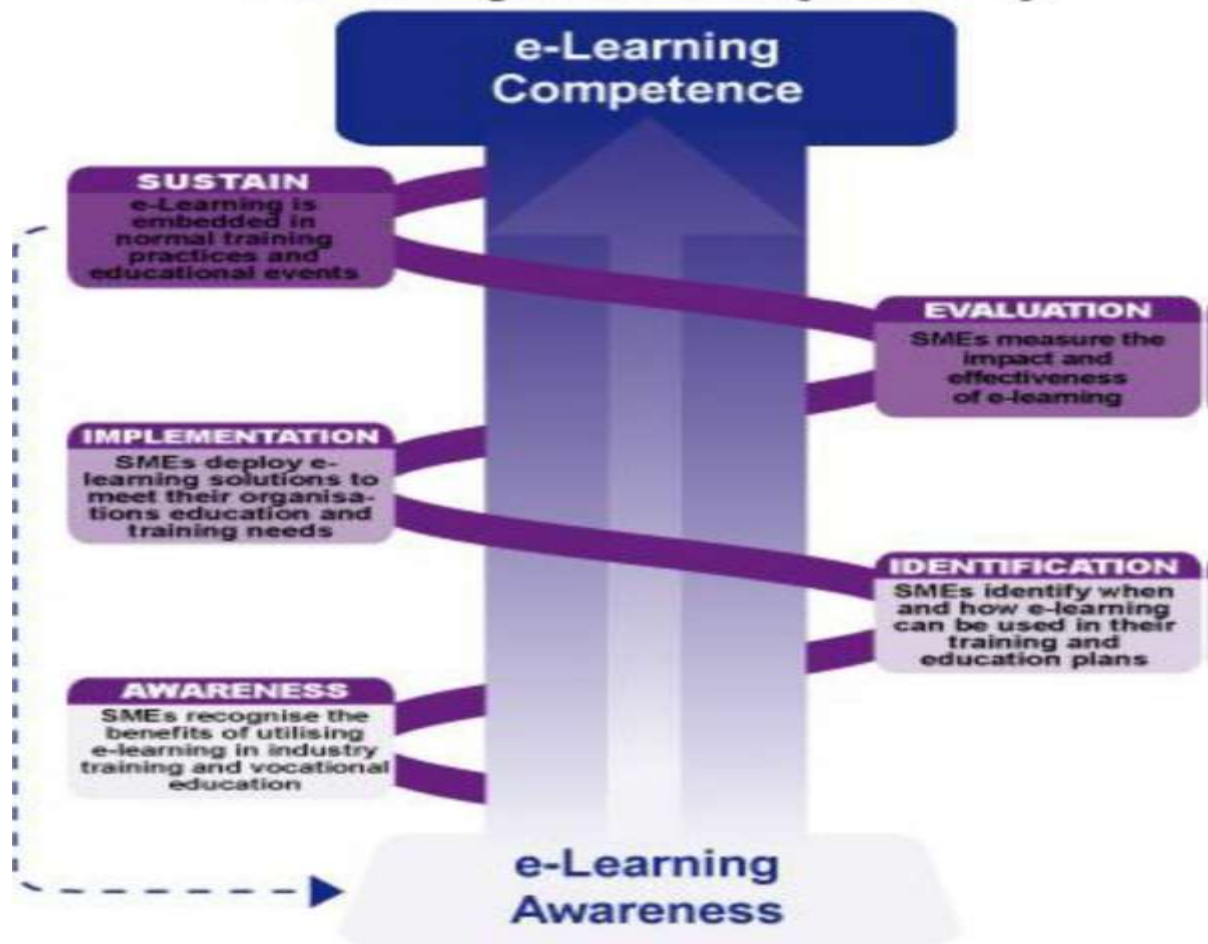# E-Learning for Small & Medium Enterprises (SME)

e-Learning Competence

SUSTAIN
e-Learning is embedded in normal training practices and educational events

EVALUATION
SMEs measure the impact and effectiveness of e-learning

IMPLEMENTATION
SMEs deploy e-learning solutions to meet their organisations education and training needs

IDENTIFICATION
SMEs identify when and how e-learning can be used in their training and education plans

AWARENESS
SMEs recognise the benefits of utilising e-learning in industry training and vocational education

e-Learning Awareness

Figure 10 : Critical success factors in e-learning in small and medium enterprises

Source: Clayton & Elliot 2008 page no 56

A number of further lessons learnt within the context of large and small businesses with respect to e-learning in the workplace were that:

- large organisations appeared to be more likely to adopt e-learning than small and medium-sized enterprises (SMEs), because they often have better infrastructure and systems and can more readily achieve economies of scale and return on investment (Cipd 2008);

- SMEs can form collaborative networks to share knowledge, resources, and expertise to overcome the cost and relevance barriers they face when implementing e-learning (Chang & Guetl 2007);

- internationally companies have the systems and infrastructure to support e-learning, but often lack the capability to implement it successfully; blended learning can contribute to

significant gains in learner achievement (Bowman & Kearns 2007);

- firms need to have strategies and plans in place to support their e-learning which integrate or align with their overall plans and strategies(Guiney 2015); support by managers for e-learning in the workplace (including allocating sufficient time for it) is critical to success;

- if e-learning is used to deliver content that is entirely new or out of context for the learner, it should be supported by traditional delivery; and to overcome design inadequacies in e-learning courses, new skills and personnel are required in the teams charged with developing and delivering it.

5.4.   Conclusion

It is important for the W&RSETA to gain an understanding of the drivers, benefits, barriers and technologies that are prevalent within the workplace from an e-learning perspective in order to be able to deliver effective and targeted support to its stakeholders in the broader sense. Although workplace e-learning is not exhaustively covered in the text, a range of factors are identified to be noted and incorporated into the W&RSETA e-learning system from the perspective of the potential users of e-learning. Key pointers are the need for a differentiated approach for large and small businesses for which training providers should have a clear strategy, the need to enhance capability of providers, and a clear understanding of what inhibits and enhances e-learning in the workplace.

CHAPTER 6 : WHOLESALE AND RETAIL PERSPECTIVES ON E- LEARNING

Factors that impact on workplace learning appear to be equally relevant within a wholesale and retail industry context. However, as the W&RSETA will implement its e-learning approach within the wholesale and retail sectors, it is important to review e-learning from an international and South African wholesale and retail context.

This chapter reviews e-learning experience in wholesale and retail by

- Reviewing e-learning benchmark studies in the UK, USA and Canadian retail sector that detail types of training, barriers, drivers and technologies
- Reviewing the current status of e-learning reported by major South African retailers and results from two surveys commissioned by the W&RSETA on e-learning readiness at large and small South African retailers in 2014.
- Identifying and contrasting support strategies that are internationally employed by a range of organisations to support e-learning providers and programmes.

6.1. International experience

A number of benchmarking surveys from a human resources or training perspective have been completed involving retail organisations in the UK, USA and Canada, of which in excess of 60% employed more than 5000 staff members. These surveys were completed between 2011 and 2015 and provide insights into the international retail e-learning experience. A number of key issues from a retail or business perspective were identified - these being the move towards blended learning, barriers and drivers, where e-learning is used, and technologies being used in retail . E-learning appears to be growing in use at retail workplaces internationally with an estimate 38% of training in UK retailers surveyed being online in 2015 (Dixon & Overton 2015) and up to 96% of retailers surveyed in Canada making use of e-learning (Retail Council of Canada 2015). The approach of using e-learning as a flexible and distributed approach to training is evident from the shift in classroom or face to face learning to blended learning, with the USA moving beyond blended learning to a significant amount of training that is purely on-line.(Trainingmag 2014). It appears that, internationally, the bulk of e-learning training at retailers now takes place on a blended approach which is consistent with the move to e-learning that is being reported by South African retailers (Shoprite 2015)

	UK	USA	CANADA
Classroom or face-to-face learning	14%	37%	
Blend of classroom and online learning	84%	25%	76%
Online only	2%	38%	

Table 2 : Types of learning modality by retail sector

Source : Adapted from: Retail Council of Canada (2015); Dixon & Overton (2015); Trainingmag (2014)

A recurrent theme in international e-learning retail surveys is that specific types of training are favoured in the e-learning environment. Compliance training such as health and safety and industry specific regulatory compliance appears to be a major source of e-learning and is the number one area of e-learning among Canadian retailers surveyed (Retail Council of Canada 2015), with 72% of USA companies doing this type of training online (Trainingmag 2014), while 64% of compliance training in UK retailers is done online (Dixon & Overton 2015). A comparison of training offered online in Table 3 indicates that a wide range of skills are offered online in retailers.

Skills being offered via e-learning	UK	USA	CANADA
Leadership and management skills	x	x	x
Induction	x	x	x
Health and safety	x	x	x
General IT and web user skills	x	x	
Team working / Working with others	x		
Communication / Interpersonal skills	x	x	
Industry specific regulatory requirements	x		x
Customer handling/service	x	x	x
Sales and marketing	x	x	
Company specific skills (not provided	x	x	
Foreign language skills	x		
Basic skills (literacy, numeracy, English)	x		
IT professional skills	x	x	
Problem solving	x		
Improving own learning and performance	x		
(Research and development skills)	x		
Internal systems and processes	x		x
Project / service management	x		x

Table 3 : Skills training offered via e-learning internationally in wholesale and retail

Source : Adapted from: Fiehl et al. (2011); Dixon & Overton (2015); Retail Council of Canada (2015); Trainingmag (2014)

Barriers and drivers of e-learning, from a structural or management perspective specific to retailing, are to a large extent consistent with barriers and drivers that are experienced internationally by businesses in general, and highlighted in the literature as related to connectivity, content and capability. The barriers are detailed as reported in specific retail company e-learning surveys and matched with the specific factors that are the source of the barrier as per Clayton's (2008) analysis of structural barriers to e-learning (Clayton & Elliott 2008). Staff barriers also align with factors, established through research, that apply in general to most businesses where e-learning is implemented and are contrasted with the restraining factors that inhibit use of e-learning by staff within a retail context as identified by Rabak and Cleveland-Innes (2006).

Structural and management barriers as identified in retail e-learning surveys	Driver/Barrier
Unreliable infrastructure/low bandwidth/technical factors	Connectivity
Cost of set-up, development and maintenance	Connectivity
Lack of skills amongst employees to manage own learning	Capability
Lack of skills amongst L&D staff to implement and manage e-learning	Capability
Insufficient staff access to computers to be worthwhile	Connectivity
Lack of support from IT department	Capability
Not seen as a management priority	Capability
Past experience of e-learning hasn't fulfilled our expectations	Capability
Lack of attractive high quality e-learning that supports our business goals	Content
Staff related barriers as identified in retail e-learning surveys	**Limiting Factors**
Existing control and command culture/Policy-related	Concern about employer monitoring
Technology or IT security related	Fear of technology
Issues of user safety, identify or trust	Unsuccessful in previous training
Social media is the domain of other departments	
"Head in the sand" mentality – it will go away	Resistant to change
L&D staff won't facilitate social learning	Concern about employer monitoring
Our learners are unwilling to share with each other	Low self-confidence

Table 4 : Barriers to e-learning in wholesalers and retailers compared to general barriers in e-learning

Source : Adapted from: Clayton & Elliott (2008); Rabak & Cleveland-Innes (2006)

The drivers of e-learning identified within a retail context emphasize the importance of provision of information to staff, induction of staff and sales focus (Pappas 2015). The drivers identified specifically in retailing are contrasted with the general drivers identified in Table 5.

Drivers of e-learning in a retail context	E-Learning drivers
Improve induction process	Information
Increase learning access and flexibility	Information
Increase ability to adapt programme to business requirements	Return on investment
Develop a better qualified workforce	Return on investment
Comply with new regulations and legal requirements	Compliance
Help implement new processes or new products	Compliance
Increase on the job productivity	Return on investment
Improve customer satisfaction	Return on investment
Improve staff retention	Return on investment
Help implement new IT systems	Compliance
Support organisational change	Compliance
Inform customers/suppliers of new products/services	Return on investment
Engage new types of learners	Information
Provide a faster response to changing	Information
Speed up and improve the application of learning	Technology
Reduce time to competence	Technology
Increase the ongoing sharing of good practice	Information
Push updated information to employees	Information
Improve talent/performance management	Return on investment
Improve employee engagement with learning	Technology
Improve effectiveness of face-to-face learning	Return on investment
Improve staff motivation	Return on investment
Extend learning to remote workers	Technology

Table 5 : Drivers of e-learning in international retailing

Source: Adapted from: Fiehl et al. (2011); Retail Council of Canada (2015); Trainingmag (2014); Dixon & Overton (2015)

The prevalence of learning management systems to deliver content and to assist in management of e-learning is apparent from surveys conducted. Important within the context of e-learning at retailers is to take cognisance of the fact that online assessment in a workplace context is not currently extensively utilised internationally other than in the UK retailers surveyed.

Technologies being used for e-learning	UK	USA	CANADA
Learning management systems	x	x	x
Surveys and questionnaires	x		
Online assessment	x		
Custom-made e-learning objects	x	x	
Virtual meetings	x	x	
Best practice (internal) videos	x		
External social networking sites	x		
Rapid application development tools	x	x	
Open education resources	x		x

Table 6 : E-learning technologies used internationally by wholesalers and retailers

Source: Adapted from: Fiehl et al. (2011); Retail Council of Canada (2015); Trainingmag (2014); Dixon & Overton (2015)

6.2.   South African Wholesale and Retail Industry

Factors that constrain skills development programmes within the South African Wholesale and Retail (W&R) sector are: the size and diversity of the sector; the large numbers of employees; geographical disparities; costs and a lack of standardisation and accessibility of training activities. In an attempting to overcome these constraints, retailers are increasingly using information communication technologies (ICTs) to reduce training costs and improve effectiveness (Shoprite 2015). Technology enhanced learning (TEL) (AFL 2011) appears to be growing in popularity and use in this sector. Evidence of the increased use of technology for offering training in the retail industry is demonstrated in the following extracts from six national retailer's annual reports and websites:

1.   "Our new e-learning methodology assists us in the rapid roll out of induction; product knowledge; compliance; and customer service related training. The implementation of e-learning in our Supermarket store environment leads to a substantial increase in training interventions (45%) and beneficiaries (27%). It enables us to take learning to people as opposed to driving people to learning facilities and therefore creates massive savings through reduced travel and accommodation costs, less time out of production, and less facilitation and learner administration time. It facilitates a paperless environment that saves tremendous printing, courier and environmental costs" (Shoprite 2015).

2.   "In the past year, provided retailers with tablet devices that contain the "Fresh Studio" – a full, online manual that provides information about every department, its products and systems. It includes all relevant legislation, recipes, food labelling, merchandising, display, as well as costing recommendations" (Spar 2014).

3. "Over 330 training programmes offered to employees, ranging from basic literacy and numeracy through to computer-based training and management and leadership programmes" (Pick 'n Pay 2014)

4. "R5.1 million spent on e-learning in the current year (R29.7 million spent to date). This technology makes training available to associates on a daily basis regardless of where they are geographically located" (MrPrice 2015).

5. "Implementation of an enterprise knowledge and collaboration solution for group employees" (TFG 2014).

6. "Our virtual university has access to renowned content experts and faculty from local and overseas institutions. All our materials are designed by content experts and company subject matter experts" (Massmart, 2013.)

Therefore, given the rapid growth of technology based initiatives in this sector, the readiness of the local industry and the absence of national guidelines on e-learning policies, the W&RSETA as a matter of urgency requires that a strategy and a policy for e-learning be developed in order to guide the implementation of e-learning in training for the achievement of the industry's strategies. In 2014, two surveys were commissioned by the W&RSETA, one survey from small retailers and the other from large retailers, aimed at investigating the possibilities of e-learning as alternate to face-to-face instruction/training. Objectives of the surveys were to obtain e-learning perspectives and information from the retail industry on: access and attitudes of companies; evaluating whether companies develop and implement specific strategies; assessment of readiness; identifying barriers; exploring needs and priorities of companies; identifying e-learning preferences for companies; and seeking the pedagogical and learner support that are used and required. Findings from the surveys show that a comprehensive and systematic approach to formulation of an e-leaning strategy and policy that addresses sector demand and supply side considerations is needed. This is also confirmed in international literature in a study which was evaluating successful e-learning strategies (Anderson et al. 2006; Department of Industry, Innovation, Science 2012). In the South Africa context, no specific national e-learning policy exists, other than that within the context of distance education (DHET 2012), against which to benchmark and comply with in designing e-learning practices. Table 7 summarises some of the pertinent findings that indicate readiness of the large and small retailers for e-learning.

Aspect	Large Retailers	Small retailers
Support for e-learning at management level	Company management is generally Supportive of e-learning for employees (65.9%).They realise the value (73.2%) and benefits of e-learning (75.7%).	Company management is generally Supportive of e-learning for employees (77.6%). They realise the value (84.1%) and benefits of e-learning (81.3%).
Use of e-learning	Currently the companies are not using e-learning as part of its total training plan (65.9%) and investing in e-learning for employees (63.4%). **This means that 34% of companies are using e- using e-learning.**	Currently the companies are not using e-learning as part of its total training plan (67.3%) and investing in eLearning for employees (61%). **This means that 33% of companies are using e-learning**
Infrastructure and staff ability	About 41.4% of companies have an IT infrastructure that can support the implementation of eLearning and 43.9% of employees have basic skills to operate a computer	A large proportion of small business do not have computers which make e-learning a major challenge. About 6.1% of employees have basic skills to operate a computer; 54% can use the internet and 46% have technical support for e-learning
Support required	The companies require support in training; guidelines, strategy and plan for the implementation of e-learning; facilitator development; resourcing; training needs analysis; technical support; and connectivity	Companies require support in training; guidelines, strategy and plan for the implementation of e-learning; facilitator development; resourcing; training needs analysis; technical support; and connectivity
Retailers view on E-learning	Respondents were incredibly optimistic about the value and benefits of e- Learning,	Respondents showed a very positive attitude to the concept of e-learning with employees showing willingness a willingness to support

Table 7 : E-learning readiness of South African large and small retailers

Source: Adapted from: Training room Online (2014)

Key recommendations were made from the surveys based on the inputs of a broad spectrum of employees from the retailers regarding the role that the W&RSETA could play with respect to e-learning. These included: providing an e-learning platform (host a platform, create a platform for qualifications and maintain a platform); capacity building (which includes training of key employees and providing technical support); developing and providing resources (developing a budget and proving learning resources); and implementing policy and strategy (having a policy and strategy and developing a business case) – (see Figure 11):
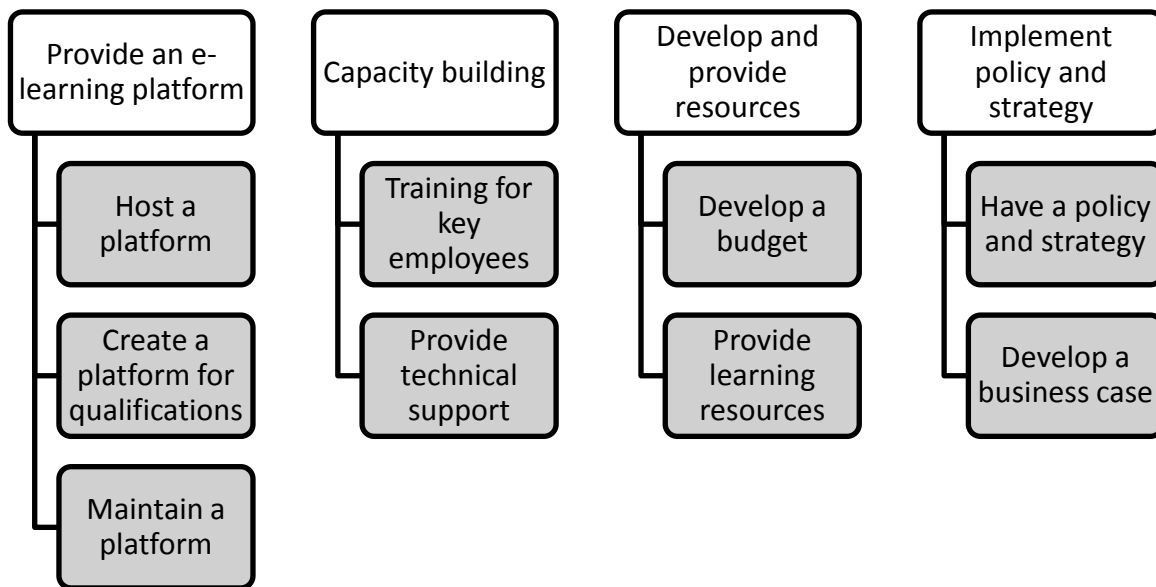
Figure 11 : Key recommendations on role that W&RSETA could play with respect to e-learning

The above results gives insight into e-learning readiness of the large and small retailers surveyed and recommendations on the role that the W&RSETA could play with respect to e-learning, insights which could be used by other large and small retailers in South Africa who are implementing e-learning in their training practices.

6.3.   Sector training authorities

A review of the websites of the majority of SETAs did not indicate that any specific policies for e-learning are in place. INSETA has produced a guideline document for e-learning accreditation with a checklist that is linked to the SAQA quality criteria (Insurance SETA 2014). The guideline document identifies accreditation, monitoring and verification requirements and makes use of Massey University benchmarks of quality developed for the New Zealand Ministry of Education and Massey University's E-learning policy research.

6.4.   International practice in the support of e-learning.

A desktop review of strategy, policy documents and approaches to supporting e-learning of a number of international bodies or organisations that regulate, quality assure and support e-learning was completed. The purpose of the review was to establish emerging themes that form part of the strategic approach to e-learning and that are a part of organisations' strategies in regulating, supporting and evaluating e-learning. A mix of organisations were selected based on the potential applicability of their work to workplace learning although there was no specific organisation identified that has its sole focus on the retail industry. The organisations identified are mandated to

ensure quality, assist in improvement of e-learning and support e-learning in a wide range of different contexts from vocational education, higher education, distance education, promotion of technology and ICT in education, and flexible learning. These international organisations or initiatives are:

- The Australian National Vocational Education **(VET)** and Training e-learning strategy (Department of Industry, Innovation, Science 2012) which was considered given its vocational, distributed and flexible approach to e-learning.
- The QAA which is the Quality Assurance Agency for Higher Education **(QAA**) an independent body entrusted with monitoring, and advising on, standards and quality in UK higher education (E-Learning Group, n.d.; Ball & Manwaring 2010). The QAA was considered given its overarching role in ensuring quality in e-learning in a wide range of institutions internationally and also within member countries of the UK (Qaa 2010).
- Joint Information Systems Committee **(JISC).** The Joint Information Systems Committee (JISC) is an advisory committee to the higher education funding councils of England, Scotland, Wales and Northern Ireland. The mission of JISC is to provide leadership in the innovative use of ICT to support education and research. JISC funds a range of programmes, services and activities that promote and support the use of e-learning (Swedish National Agency For Higher Education 2008). JISC was considered given its threefold mandate in providing shared services, provision of access to resources and advice and assistance with respect to e-learning.
- Australasian Council on Open, Distance and E-learning **(ACODE).** The Australasian Council on Open, Distance and E-learning (ACODE) is an Australasian organisation for universities that are engaged or interested in open, distance, flexible and e-learning. Its mission is to enhance policy and practice in these areas (Acode 2010).
- Council for Higher Education Accreditation **(CHEA).** The Council for Higher Education Accreditation (CHEA) is a private non-profit national organisation that coordinates accreditation activities in the U.S. CHEA is the only non-governmental higher education organisation that conducts certification of the quality of regional, faith-based, private career and programmatic accrediting organisations (Uvalić-Trumbić 2016)
- **Ako** Aotearoa which is New Zealand's National Centre for Tertiary Teaching Excellence and is a consortium of institutions headed by Massey University which includes AUT University, the University of Canterbury, Christchurch College of Education, Universal College of Learning (UCOL), and Manukau Institute of Technology. This organisation was considered given its support focus in e-learning.
- Swedish National Agency for Higher Vocational Education **(SNA**) that has a key function to ensure that vocational programmes meet the Swedish labour market's needs for a qualified workforce (Swedish National Agency For Higher Education 2008).

- The European Centre for the Development of Vocational Training **(Cedefop)** which is the European Union's reference centre for vocational education and training and provides information on, and analyses of, vocational education and training systems, policies, research and practice (rsaEhlers & European Quality Observatory. 2005).

A number of key aspects or themes emerged that are consistent with other findings of this research and inform and provide inputs into the W&RSETA approach to e-learning objectives

	VET	QAA	ACODE	CHEA	JISC	AKO	SNA	Cedefop
Leverage and development of existing training and education capacity	x	x	x	x	x	x	x	
Requirement for guidelines and standards/codes of good practice/benchmarks	x	x	x	x	x	x	x	x
A differentiated approach for SMEs and large companies	x		x			x		
Collaboration and cooperation with other similar organisations to establish transferrable universally-accepted practices, standards, and skills	x	x	x	x	x	x	x	x
Blended learning and flexible and distributed approaches as approach to workplace learning	x		x			x	x	
The role of advocacy of e-learning	x		x	x	x	x		x

Table 8 : Summary of policies, support rendered and documentation of international e-learning support organisations

6.5. Conclusions

A review of benchmark retail e-learning studies in the UK, USA and Canada identified training types, barriers, drivers and technologies confirming that a range of e-learning options have already been implemented internationally in areas that are applicable to a South African wholesale and retail context. An understanding of the international wholesale and retail e-learning in wholesale and retail may lead to faster implementation in a local context given the level of similarity between formal international and local and wholesale and retail.

The readiness and enthusiasm of the South African wholesale and retail sector for e-learning is apparent from the two studies detailed at both large and small organisation level with a range of

needs articulated that are within the mandate of the W&RSETA. Importantly, a number of issues raised on provision of infrastructure, such as the provision of a platform, may not be within the mandate of the W&RSETA and may require further investigation and dialogue.

Lastly, in assisting the W&RSETA to identify areas where support could be provided to the sector, a review of organisations supporting e-learning internationally provided clarity and international practice in understanding the main streams of support currently being rendered to e-learning programmes, such as prioritising the use and expansion of existing e-learning capacity, enhancing collaboration and advocacy of e-learning efforts.

CHAPTER 7 : PROPOSED W&RSETA E-LEARNING OBJECTIVES

A set of objectives are proposed for discussion that should form the basis of the W&RSETA approach to e-learning based on the preceding research chapters.

- The evolving national and post school education and training e-learning landscape as detailed in Chapter 4

- The nature of e-learning in the workplace as detailed in Chapter 5

- Stakeholder input that was received from large and SME retailers, approaches of other SETAs and international practice in the support for e-learning detailed in Chapter 6
- The W&RSETA mandate and involvement with education and training that cuts across all spectrums within the retail sector and impacts on vocational and occupational education.

7.1. Objectives

7.1.1. Mobilise existing capacity in the delivery of e-learning for workplace skills development.

To achieve this objective, organisations should start looking at their goals and training plans and evaluate how e-learning can add value to the attainment of their goals.

7.1.2. Provide differentiated support for e-learning in larger and SME retailers.

This will include development of e-learning materials (new and adaption of existing ones) in collaboration with the service providers in order to ensure that the materials are relevant to the needs of the industry; assisting in providing technical support within the organization to employees who may be taking e-learning courses - key employees should be trained to provide these kind of support, or those who have undergone e-learning can help colleagues; and a facility for e-assessment and moderation and publishing of good practices on e-learning should be provided in the organization.

7.1.3. Provide training programmes for both large and SME retailers.

This will include training of key employees on e-learning in order to support e-learning in the workplace, training of the workforce to upgrade their skills and competences as per the needs of the companies

7.1.4. Provide information and best practice support

Key employees should be trained to provide this kind of support, or those who have undergone e-learning can help colleagues; and a facility for e-assessment and moderation and publishing of good practices on e-learning should be provided in the organization.

If the above objectives are well implemented, the organizations will be able to achieve the following outcomes: increased, efficient and cost effective ways of training staff and development of a quality assurance framework for e-learning in the W & R

The objectives derived from the preceding research are summarised in Figure 12 for discussion
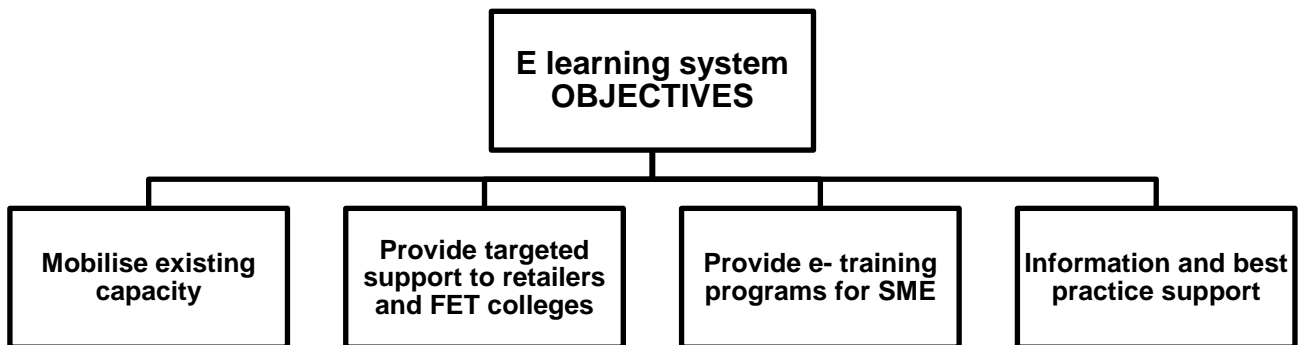
Figure 12 : Proposed W&RSETA e-learning objectives

As a first phase of implementation the mobilisation of existing training capacity should be attended to. A number of retailers and other training providers are currently implementing various forms of e-learning in their training programmes. W&RSETA should mobilise this capacity and engage with retailers and training providers that have embarked on e-learning programmes and can provide evidence to meet quality assurance requirements for e-learning as modality in their programmes.

The first phase of e-learning implementation by the W&RSETA should involve aspects as highlighted in Figure 13. The details of the first phase below are expanded on in the proposed ETQA framework for e-learning in Chapter 8 and recommendations for further action in Chapter 9.
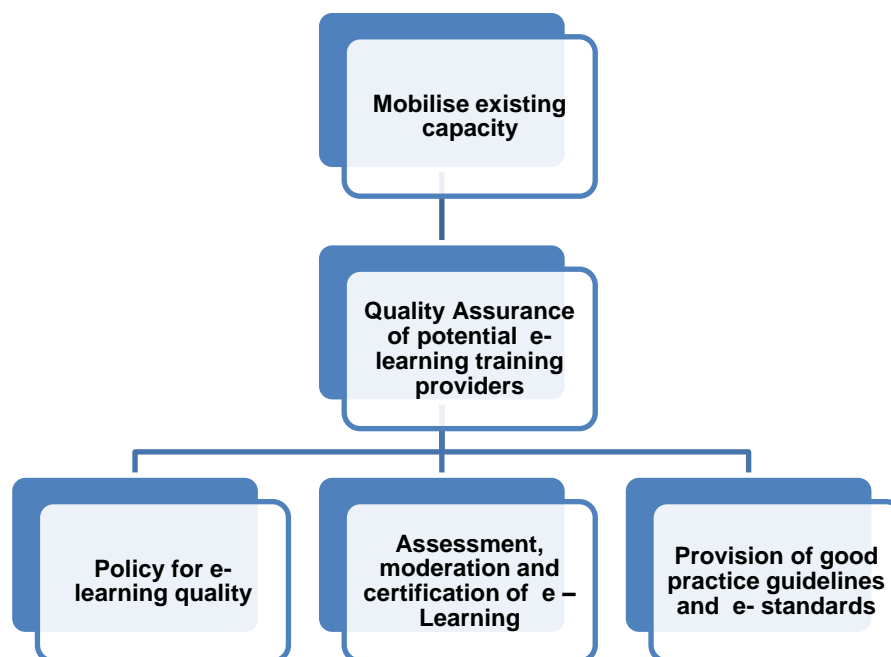
Figure 13 : Proposed first phase of e-learning

7.2.   What e-learning objectives are within the W&RSETA mandate

The W&RSETA could potentially support the following aspects of e-learning

- Assistance with development of learning materials for e-learning
- Fund learners per existing agreements once a provider is accredited
- Provide a facility for summative assessment and upload of e-portfolios
- Training for key employees on identified aspects of e-learning
- Publish standards of good practice for e-learning

7.3.   What e-learning objectives are outside of the scope of support

The following matters may fall outside of the scope of W&RSETA support

- Funding of programmes via e-learning that are not specified as National Qualifications Framework standards or qualifications.
- Infrastructure provision including Learning Management Systems (LMS) and bandwidth
- Host and maintain of an e-learning platform

7.4.   Conclusions

This chapter draws on inputs from the preceding chapters 2-6 of the study that analyse and discuss the evolving national and post school education and training e-learning landscape, e-learning in the workplace, stakeholder input received from large and SME retailers and international practice in the support for e-learning, which form the basis for objectives recommended for the W&RSETA. Objectives are proposed to ensure provision of appropriate e-learning support to the Wholesale and Retail Sector. The objectives place the W&RSETA in a position to put forward an appropriate response to e-learning that is comprehensive and also addresses immediate priority areas such as accreditation of existing training providers and support to key future role-players such as TVET colleges.

CHAPTER 8 : AN ETQA FRAMEWORK

The first phase of implementation of an e-learning system proposed for implementation by the W&RSETA involves the mobilisation of existing capacity through retailers and training providers that are already implementing forms of e-learning programmes. This chapter addresses the following aspects to enable the W&RSETA to accredit training providers and programmes that intend to make use of e-learning as modality.

- International experience with respect to quality assurance models for e-learning
- The SAQA requirements for quality assurance of education and training.
- A proposed framework for evaluation of training providers based on mapping of five quality assurance frameworks for e-learning to the SAQA requirements for quality assurance.

8.1.   Quality assurance models for e-learning: Global experience

A recent landmark study completed in 2015 on behalf of The International Council for Open and Distance Education (ICDE), provides an overview and analysis of the global situation with regard to existing relevant standards and guidelines for open, distance, flexible and online education, including e-learning. The study provides invaluable insights and makes key recommendations with respect to quality assurance from the perspective of e-learning (Ossiannilsson et al. 2015)

Some of the key findings that are of particular relevance to a W&RSETA quality model for e-learning are.

- Despite the fact that many models for quality assurance exist, these models share a range of common features that can be adapted to institutional context.
- The most common structures encountered evaluate performance of institutional management, curriculum design, student support and other elements of educational provision.
- The most general categories of activities for evaluation identified in the study are Management (institutional strategy, visions, and resourcing), Products (processes of curriculum and module development) and Services (student, and staff support, information resources, etc.)
- Organisations involved in quality assurance of e-learning employ one or a combination of approaches in evaluating service providers that are generally described as:

  o Certification which is a level of recognition granted by the body originating the quality model. Awarding of a certificate will follow some form of review and may be accompanied by a requirement that the reviewed institution commits to an improvement plan and later renewal of certification. The originating bodies have various statuses.

- Benchmarking is a process of comparison of institutional performance with that of others. Allocation to the benchmarking group indicates that either the originating organisation operates a benchmarking service or there is evidence of the model having been used in benchmarking exercises.
- Accreditation is interpreted as a form of mandatory certification or licensing of institutions and/or their programmes that grants access to financial support or recognition of awards for employment purposes. Accreditation is a process operated by formal agencies, such as Ministries of Education, Quality Assurance Agencies and Professional Bodies.

Examples of approaches, institutions and methodologies are detailed in Table 9 with respect to a geographic sample of the most commonly used frameworks for quality assurance.

Approach	Institution	Methodology
Benchmarking / Advisory	African Virtual University (AVU) Quality Assurance Framework (Olcott 2014)	Seven criterions for quality assurance evaluation are employed. • Institutional Policies and Mission • Program Design and Development • Course Design and Development • Learning Infrastructure and Resources • Learner Support and Progression • Learner Assessment and Evaluation • Community Capacity Building, Development and Engagement
Accreditation	Quality adaption models with ISO standard as basis (Pawlowski 2007; Boyatt et al. 2014)	ISO/IEC 19796-1:2005 is a framework to describe, compare, analyse, and implement quality management and quality assurance approaches. It serves to compare different existing approaches and to harmonize these towards a common quality model. SO/IEC 19796-1:2005 consists of the following items: • description scheme for quality management; • process model defining the basic processes to be considered when managing quality in field of ICT-supported learning, education & training; • conformance statement for the description format Additionally, an annex on Reference Quality Criteria (RQC) is included. These criteria serve as reference criteria for the analysis and evaluation of learning resources and scenarios is also not a quality assessment approach itself, but a framework to compare different quality assurance and quality assessment approaches. Additionally, several examples of use are shown, such as specific quality objectives and guidelines.
Advisory	ELQ (e-learning quality) – a model for quality assessment of e-learning (Swedish National Agency For Higher Education 2008)	ELQ is made up of ten quality aspects when assessing quality in e-learning: • Material/content • Structure/virtual environment • Communication, cooperation and interactivity • Student assessment • Flexibility and adaptability • Support (student and staff) • Staff qualifications and experience • Vision and institutional leadership • Resource allocation • The holistic and process aspect
Benchmarking	E-learning Maturity Model (EMM)(Marshall 2013) New Zealand Ministry of Education Tertiary E-learning Research Fund	EMM describes e-learning capability through a set of 35 processes that focus on 5 key areas of e-learning quality which are seen as being. • Delivery which deals with how the outcome is delivered • Planning which assesses the objectives employed • Definition which evaluates the context that e-learning is performed in • Management of the e-learning process by the training provider • Optimisation measures the providers approach to achieving other objectives.
Benchmarking / Accreditation	Benchmark based models such as the Australasian Council on Open, Distance and E-learning (ACODE) (ACODE 2016)	The ACODE approach focuses on eight benchmarks • Institution policy and governance for technology supported learning and teaching. • Planning for, and quality improvement of, the integration of technologies for learning and teaching. • Information technology infrastructure to support learning and teaching. • Pedagogical application of information and communication technology. • Professional/staff development for the effective use of technologies for learning and teaching • Staff support for the use of technologies for learning and teaching. • Student training for the effective use of technologies for learning. • Student support for the use of technologies for learning

Table 9 : Examples of e-learning quality assurance in different international contexts

8.2. SAQA quality assurance principles

The South African Qualification Authority Act of 1995 defines an education and training provider as a body which delivers learning programmes which culminate in specified National Qualification Framework standards and/or qualifications, and manages the assessment thereof.(SAQA 2001a)

The eight core quality assurance principles or guidelines from the SAQA QA Regulations are as shown in Table 10 (SAQA 2001b)

The SAQA guiding principles are the point of departure for all W&RSETA quality assurance and should accordingly be the basis for quality assessment for e-learning.

Item	Description
Policy Statement	The organization's aims, objectives and purposes need to be spelt out.
Quality management systems	Identify processes and outline procedures that implement quality management in the organisation
Review mechanisms	Outline the ways in which the implementation of policies would be monitored.
Programme delivery	Outline how learning programmes would be developed, delivered and evaluated.
Staff policies	Outline policies and procedures for staff selection, appraisal and development
Learner policies	Policies and procedures for the selection of learners are outlined, and learners are given guidance and support.
Assessment policies	Assessment policies Outline policies and procedures for forms of assessments that are used and how they are managed.
Managements systems and policies	Indicated the financial, administrative and physical infrastructure and resources as well as accountability levels

Table 10 : SAQA guideline with respect to quality assurance

8.3. W&RSETA role in Education and Training Quality Assurance (ETQA)

The W&RSETA ETQA fulfils the following functions:

- Accredit constituent providers for specific standards or qualifications registered on the National Qualifications Framework;
- Promote quality amongst constituent providers;
- Monitor provision by constituent providers;
- Evaluate assessment and facilitation of moderation among constituent providers;
- Register constituent assessors for specified registered standards or qualifications in terms of the criteria established for this purpose;
- Take responsibility for the certification of constituent learners;(W&RSETA 2016b)

8.4. Proposed ETQA framework for e-learning in the workplace

Taking into consideration SAQA guidelines, the ETQA role of the W&RSETA and international practice in quality assurance of e-learning, the following principles are proposed in determining a framework.

> ➢ Quality criteria are comprehensively defined through positioning statements that detail what is understood by specific criteria.
> ➢ Measurements of quality are defined in order to evaluate performance with respect to criteria.
> ➢ The number of criteria and measurements differ substantially but will normally address aspects of E-learning, from policy and strategy, programme and course design and delivery, learner and staff development and management and system capability.
> ➢ A benchmarking approach is utilised to measure the training provider, programme or course progress against criteria.

A framework for evaluation of each of the 8 core SAQA principles is proposed which is detailed in Appendices 1 - 4 with suggested amendments to current policies.

The proposed framework for evaluation of new service providers that wish to offer e-learning programmes or current providers that wish to add e-learning as delivery method to existing offerings is illustrated using one example that details 6 aspects to be evaluated of each of the core principles to determine a training providers progress as follows in Table 11.

Quality Criteria of the SAQA *8.4.1*	Quality Criteria for e-learning *8.4.2*	Scope of Quality Criteria *8.4.3*	Good Practice Statements *8.4.4*	Quality Assurance Outcomes *8.4.5*	Quality Measurement *8.4.6*
Policy Statement	Company-wide policy and governance for e-learning	Company level planning, policy development and implementation in relation to the application of e-learning. It includes the delegation of authority and responsibility for developing and implementing policy, and strategic and operational plans.	The company has an established, well understood strategy, governance mechanisms and policies that guide the selection, deployment, evaluation and improvement of the technologies used to support e-learning.	Provision of evidence by training provider of intention to use technology based learning which is reflected in the mission, vision and overall objectives of the organisation.	1. Accreditation policy to be applied as per existing policy 2. Self-evaluation checklist by company with evidence of performance measures and indicators, 3. Validation of training providers for E-learning (e-learning) policy

Table 11: Example of evaluation framework of e-learning quality

The quality assurance frameworks with the eight core quality assurance principles or guidelines from the SAQA QA regulations as basis which are detailed in 8.4 are presented in Appendix 1.

An explanation of each component of the framework is explained with reference to Table 11

8.4.1.   Quality criteria of SAQA

Core quality assurance principle or guideline as identified by SAQA.

8.4.2.   Criteria for e-learning

What overall requirement should be met with respect to e-learning.

8.4.3.   Scope of quality evaluation criteria

A detailed explanation of what is addressed in the evaluation.
Agreed work based e-learning positioning statements form the basis of the quality evaluation criteria.

8.4.4.   Statements of good practice

Indicates what good practice would look like if it were being done well.

8.4.5.   Quality assurance outcomes

What the training provider needs to provide evidence of for e-learning accreditation.

8.4.6.   Evaluation criteria and performance indicators

Performance areas that would indicate the realisation of the good practice statement.
A continuum of levels of performance based on either levels 1-5 or as development stages.
Self-assessment by training provider with supporting evidence.

8.4.7.   Evaluation toolkit for training providers

A toolkit that comprises of the following tools:

- ➢ Examples of good practice for training providers with respect to the 8 core quality criteria
- ➢ E standards for:
    - o Content development
    - o Technical standards
- ➢ Self-evaluation questionnaire for training providers applying for accreditation to present e-learning programmes
- ➢ Explanation document of each aspect of accreditation
- ➢ Workbook for Evaluators.

8.5.   Implementation of the e-learning ETQA

The current evaluation policy differentiates between an existing training provider that is already accredited for a skills development programme and wishing to make use of e-learning, and a training provider seeking accreditation for the first time and wanting to offer a programme making use of e-learning.

In the case of a new provider the existing accreditation process as detailed in the relevant W&RSETA policies will apply in addition to the requirements as per the proposed e-learning policy.

Should an existing training provider seek authorisation to offer an already approved skills programme via e-learning the following process and amendments to existing documents of the training provider are proposed. The process of quality assessment is structured on a tiered approach adapted to cater for technical aspects (Villems 2012)

STEP 1

- Evaluation of the provider's e-learning approach by making use of the **ETQA framework as detailed in Appendix 1** and a self-assessment questionnaire as **per Appendix 1**
  - o **Self-assessment.** Each training provider will complete a self-assessment based on a given form such as Appendix 1. The purpose of this assessment level is to increase the awareness about the required quality criteria and to motivate authors to analyse their e-courses.
  - o **Organizational assessment.** The objective for the organizational level is to gain feedback from organization administration and learners, also based on a fixed review form, which is completed by the person authorized by the organization (e.g. manager of the curricula) and confirmed by the direct superior. Applicant has to submit the organizational review along with the proposal form.
  - o **Technical aspects.** Technical compliance to be certified by the relevant system vendor.
  - o **Expert level.** The expert level assessment consists of evaluation by a group of e-learning experts (a third objective party). This level concludes with the decision to either recognize or not recognize the course as acceptable from an e-learning perspective. Evaluation at the expert level takes place after the authors submit the self-assessments and organization reviews, and is also based on a pre-determined assessment form. Every applicant will receive feedback on their e-course from the panel of experts. Expert groups, who assess e-courses, are formed from a network of educational technologists. It must be noted that the process evaluates the e-learning design and elements and not the content of the learning materials as this is already determined by the W&RSETA.

STEP 2

- Amendment to existing Quality Management Systems (QMS) document to reflect the role of e-learning. **Appendix 3 details a QMS** with areas for amendment in terms of e-learning highlighted in red for discussion.

STEP 3

- Amendment to the existing programme strategy and curriculum design document for the relevant programme to indicate where specific outcomes are addressed within the e-learning programme. **Appendix 4 details a programme strategy document** with areas for amendment in terms of e-learning highlighted in red for discussion.

STEP 4

- Provision of a revised roll out plan for the programme to reflect the role of e-learning in the process.

8.6. SETA staff and e-learning accreditation and monitoring

SETA staff may require quality assurance and monitoring skills applied to e-learning programmes within the context of the proposed ETQA framework and policy for e-learning.

The proposed e-learning policy recommends two methods to be used to quality assess a process or activity such as evaluating and monitoring e-learning training provider programmes, these methods being through **benchmarking** and the **specification of standards** (Oliver 2005). A combination of both measures is part of the proposed ETQA framework where benchmarks of good practice are stated and training providers evaluated in terms of these benchmarks, and standards are set for technical aspects such as system requirements for which training providers must provide evidence of compliance. A special function for e-learning needs to be set up within the W&RSETA quality assurance function with the task of monitoring, on a continuous basis, national and international developments within e-learning. To keep pace with international developments, it is recommended that extended representation in international organisations, projects and networks be considered. The establishment of an e-learning advisory board is also recommended (Grifoll et al. 2010).

The proposed quality assurance process and role of W&RSETA quality assurance staff is summarised in Figure 16.
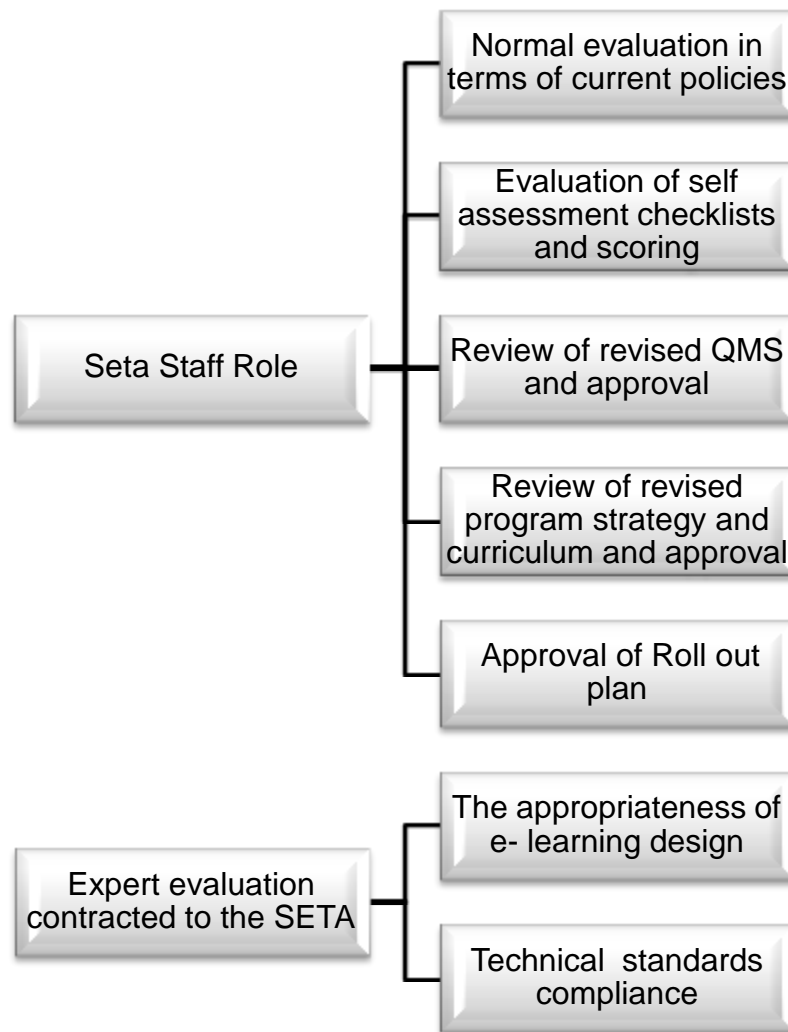
Figure 14 : W&RSETA staff role in accreditation of training providers for e-learning

8.7. Conclusion

In supporting the first phase of implementation of an e-learning system by mobilisation of existing capacity through retailers and training providers, specific guidelines are presented to enable the W&RSETA to accredit training providers for e-learning. This chapter details international experience with respect to quality assurance for e-learning and, taking cognisance of SAQA requirements, proposes a framework for evaluation of training providers based on the mapping of five quality assurance frameworks for e-learning to the SAQA requirements for quality assurance. In addition, operational guidelines for evaluation and the role of W&RSETA quality assurance staff in the e-learning accreditation process are detailed.

CHAPTER 9: RECOMMENDATIONS

The following recommendations are presented based on the findings of this research project.

9.1. Recommendation 1: Focus of W&RSETA e-learning initiatives

- It is recommended that the W&RSETA considers the adoption of a **systems based approach** to e-learning that views e-learning as technologies, services and stakeholders in its e-learning approach.

- It is recommended that the W&RSETA e-learning approach will initially focus on learning within a workplace context. The concept of **distributed learning** as instructional method where e-learning as modality may provide distributed or flexible learning options for employees and allow them to up-skill more rapidly, allows instructor, students, and content to be located in different, non-centralized locations so that instruction and learning can occur independent of time and place, will be the primary area of focus. Other areas where e-learning supports learning such as distance education, e-learning as support to contact based learning and e-learning to support open learning, though not excluded, are areas for later consideration and support.

- The W&RSETA approach to e-learning as new modality should focus predominantly on two of the three primary barriers to e-learning identified in workplace e-learning literature - these being **content and capability**. These barriers are consistent with the mandate of the W&RSETA. The third barrier to workplace e-learning identified as connectivity may imply a capital investment by relevant stakeholders and/or fall outside of the mandate of the W&RSETA. In this context the W&RSETA will play a role in setting technical standards of compliance for systems and technology in line with international practice.

- E-learning should focus on areas of priority for support that are **commonly used** internationally within retail sectors such as

  - Types of delivery
    - Blend of classroom and online learning
  - Types of programmes
    - Leadership and management skills
    - Customer handling/service
    - Induction related skills
  - Types of technology
    - Learning management systems

9.2. Recommendation 2: Alignment with government policies in post school education and training

- Alignment between the W&RSETA e-learning approach with evolving government policies that refer to e-learning from a post school education and training perspective. These policies are articulated in the white paper on an integrated ICT framework; post school education and training, distance education and open education is recommended within the following areas;

  o It is recommended that e-learning is viewed as a modality or method of delivery of post school education and training in line with other modalities such as contact, distance and blended learning. While all learning modalities (distance education, resource-based learning, e-learning, online learning and blended learning) are acknowledged in emerging policies as important vehicles for learning, they should not be equated to learning.

  o It is recommended that e-learning terminology, descriptions and definitions, as adopted in current national policies and detailed in Appendix 2, form the basis of a W&RSETA e-learning strategy and amendment to existing quality assurance policies.

9.3. Recommendation 3: Integration of e-learning into existing strategies and quality assurance policies

- Objectives for e-learning should not be viewed as an isolated or concurrent strategy to what the W&RSETA are currently implementing but should be viewed as forming an integral part of and supporting the existing W&RSETA vision and mission. The objectives of the e-learning strategy should be aligned to the overall objectives of the W&RSETA and should be to:

  o Mobilise existing capacity in the delivery of e-learning for workplace skills development.
  o Provide differentiated support on e-learning for larger and SMME retailers.
  o Provide training programmes for both large and SMME retailers.
  o Information and best practice support

- E-learning quality assurance should be included into existing W&RSETA quality assurance policies. International experience indicates that creating concurrent policies and procedures to quality assure e-learning has tended to be counterproductive, resource intensive and

may create contradictions and overlaps. It is recommended that the common components of e-learning are integrated into the appropriate part of the existing seven quality assurance policies as follows.

- o Accreditation policy
- o Assessor and Moderator Registration Policy
- o Certification Policy
- o Learning Programme Evaluation Policy
- o Monitoring and Auditing Policy
- o QQA Assessment, Internal and External Moderation Policy
- o Recognition of Prior Learning Policy

9.4. Recommendation 4: Consultation with stakeholders on the proposed e-learning evaluation framework and process

A comprehensive planning and feedback cycle is recommended with relevant stakeholders that intend to use, or are making use of, e-learning. The following process is proposed in facilitating input and feedback from relevant stakeholders.

9.4.1. Workshop proposals with W&RSETA quality assurance staff and compiling an action plan for implementation and amendment of existing policies.

9.4.2. Identification of stakeholders and process

A range of stakeholders to be identified including QMB and HET meeting groups, training providers and retailers.

9.4.3. The following documentation to be made available to training providers as preparation for workshops

- The proposed e learning quality assurance evaluation framework including the following documentation
  - o Self-evaluation questionnaire and checklists
  - o Positioning statements for each quality area
  - o Examples of good practice
  - o Content development guidelines
  - o System technical specification standards

- Written response invited from training providers as input and preparation for the workshops
- Input provided in workshops per evaluation area

9.4.4. Obtain W&RSETA board approval of amendments to existing QAA policies to cater for e-learning.

9.4.5. Pilot programme with selected training providers to test e learning aspects

- Invite training providers for specific courses to participate in an e learning pilot

9.5. Recommendation 5: Clarify terminology and provide documentation on best practices.

In particular, the need for better documentation and reference materials could be achieved through two initiatives, aimed at sharing best practice:

- Creation of an e-learning quality resource hub – an online collection of research papers, quality tools, training materials, etc., which could be useful to institutions seeking to improve their quality systems, and to quality assurance reviewers. It is recommended that such a hub would be carefully considered to ensure that it focuses exclusively on the best research and tools.

- Create a best practice database, containing examples of best practices in institutions around the world, contributed by quality reviewers from examples in real reviews. The database would not necessarily be mapped to any particular quality containing examples under a number of categories. The database would be of particular use to reviewers in writing recommendations for improvement (since it would provide examples of what those recommendations could achieve), and for institutions trying to benchmark themselves against others, in preparation for a review, or in the process of implementing, recommendations

- Compile and maintain a register of programmes and training materials appropriate for use and development by training providers.

REFERENCES

Acode, 2010. ACODE Benchmarks. *Acode Banchmarks*, p.25. Available at:
     http://www.acode.edu.au/resources/ACODE_benchmarks.pdf.

ACODE, 2016. Benchmark for Technology Enhanced Learning. *Acode Benchmark report*,
     p.Template. Available at:
     http://www.acode.edu.au/pluginfile.php/1062/mod_resource/content/1/ACODE_Benchmarks_
     Report_2016.pdf [Accessed October 22, 2017].

AFL, 2011. *Practical Guide to e-learning*,

Alshare, K., Al-Dwairi, M., & Akour, I. 2003. Student-instructor perception of computer
     technologies in developing countries: the case of Jordan. *Journal of computer information
     systems*, 43(4), pp.115–123.

Anderson, A. 2011. Online versus classroom training: Is there a clear winner? *Human Resources
     Magazine*, 16(4).

Anderson, B, Brown, M, Murray, F, Simpson, M and Mentis, M. 2006. *Global picture, local
     lessons: E-learning policy and accessibility*, Available at:
     https://www.researchgate.net/profile/Mark_Brown20/publication/274510942_Global_picture_l
     ocal_lessons_E-learning_policy_and_accessibility/links/576bbe7108aefcf135c0074a/Global-
     picture-local-lessons-E-learning-policy-and-accessibility.pdf.

Andersson, A. 2008. Seven major challenges for e-learning in developing countries : Case study
     eBIT , Sri Lanka. *International Journal of Education and Development using Information and
     Communication Technology*, 4(3), pp.45–62.

Aparicio, M., Bacao, F. & Oliveira, T. 2016. An e-Learning Theoretical Framework. *Educational
     Technology & Society*, 19, pp.292–307.

Bacao, F. 2014. Trends in the E-Learning Ecosystem : A Bibliometric Study. *Twentieth Americas
     Conference on Information Systems*, pp.1–11.

Ball, I. & Manwaring, G. 2010. Making it work: a guidebook exploring work-based learning. ,
     (July), p.51. Available at:
     http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Making-it-work-a-
     guidebook-exploring-work-based-learning.aspx.

Bates, T. 2001. *National strategies for e-learning in post-secondary education and training*,
     Available at: http://unesdoc.unesco.org/images/0012/001262/126230e.pdf

Becker, K., Fleming, J. & Keijsers, W. 2012. E-learning: ageing workforce versus technology-
     savvy generation. *Education & Training*, 54, pp.385–400. Available at:
     http://search.proquest.com/docview/1022673192?accountid=10051\nhttp://godot.lib.sfu.ca/GO
     DOT/hold_tab.cgi?jtitle=Education+&+Training&issn=00400912&volume=54&issue=5&spa
     ge=385.

Bhuasiri, W., Xaymoungkhoun, J.J. & Ciganek, A.P. 2012. Critical success factors for e-learning in developing countries: A comparative analysis between ICT experts and faculty. *Computers and Education*, 58(April 2016), pp.843–855.

Bowman, K. & Kearns, P., 2007. E-learning for the mature age worker. *Learning*, (December), pp.4, 14, 17, 19.

Boyatt, R., Joy, M. & Rocks, C. 2014. *The 2nd International Workshop on Learning Technology for Education in Cloud*, Available at: http://link.springer.com/10.1007/978-94-007-7308-0.

Brown, K.G. & Charlier, S.D. 2013. An integrative model of e-learning use: Leveraging theory to understand and increase usage. *Human Resource Management Review*, 23(April 2016), pp.37–49.

Brown, M., Anderson, B. & Murray, F. 2007. E-learning policy issues : Global trends , themes and tensions. Proceedings ascilite Singapore, pp.75–81.

Bryderup, I. & Kowalski, K. 2002. The role of local authorities in the integration of ICT in learning. *Journal of Computer Assisted Learning*, 18(4), pp.469–479.

Callahan, J. 2010. The online oxymoron: teaching HRD through an impersonal medium. *Journal of European Industrial Training*, 34, pp.869–874.

Callan, V. 2009. *How organisations are using e-learning to support national training initiatives. Final report*, Available at: www.flexiblelearning.net.au/flx/webdav/site/flxsite/users/mchang/public/E-learning_and_National_Initiatives_Report.pdf.

Chambers, J. 2001. E-Learning the next killer app. *I.T world Canada*. Available at: http://www.itworldcanada.com/article/e-learning-takes-stage-as-next-killer-app/33302.

Chang, V. & Guetl, C. 2007. E-Learning Ecosystem (ELES) - A Holistic Approach for the Development of more Effective Learning Environment for Small-and-Medium Sized Enterprises (SMEs). *2007 Inaugural IEEE-IES Digital EcoSystems and Technologies Conference*, pp.420–425. Available at: http://ieeexplore.ieee.org/lpdocs/epic03/wrapper.htm?arnumber=4233744.

Cheng, B., Wang, M. & Mørch, A.I. 2014. Research on e-learning in the workplace 2000-2012: A bibliometric analysis of the literature. *Educational Research Review*, 11, pp.56–72. Available at: http://dx.doi.org/10.1016/j.edurev.2014.01.001.

Cipd, 2008. *Annual Survey Report 2008: Learning and Development*, Available at: http://www.cipd.co.uk/NR/rdonlyres/3A3AD4D6-F818-4231-863B-4848CE383B46/0/learningdevelopmentsurvey.pdf.

Clayton, J. 2009. *E-learning in industry: Case studies from New Zealand. In Same places, different spaces. Proceedings ascilite Auckland 2009.*, Available at: http://www.ascilite.org/conferences/auckland09/procs/clayton.pdf.

Clayton, J. & Elliott, R. 2008. *Using e-learning to build workforce capability : A review of activities*, Available at: https://www.educationcounts.govt.nz/publications/e-Learning/58148.

Cox, T. & Lowrie, K. 2010. Usability Aspects in Technology Enhanced Learning. *Learning Technology*, 33(2), pp.1175–8.

Czerniewicz, L., Ravjee, N. & Mlitwa, N. 2006. *ICTs and the South African Higher Education Landscape*, Available at: https://telearn.archives-ouvertes.fr/hal-00190317/document.

Dabbagh, N. 2005. Pedagogical Models for E-Learning : A Theory-Based Design Framework. *International Journal of Technology in Teaching and Learning*, 1, pp.25–44. Available at: http://www.sicet.org/journals/ijttl/issue0501/DabbaghVol1.Iss1.pp25-44.pdf.

Dagada, R. 2004. Where have all the Trainers Gone ? E-learning Strategies and Tools in the Corporate Training Environment. *Business*, (November), pp.194–203.

Department of Higher Education. 2004. *Draft White Paper on Department of Education: Transforming Learning and Teaching through ICT*, Available at: https://www.gov.za/documents/white-paper-e-education-transforming-learning-and-teaching-through-information-and.

Department of Higher Education and Training. 2012. *Draft Policy Framework for the Provision of Distance Education*, Available at: http://www.che.ac.za/media_and_publications/documents-interest/dhet-draft-policy-framework-distance-education-south.

Department of Higher Education and Training. 2017. *Higher Education Act: Open learning policy framework for South African post-school education and training*, Available at: https://www.gov.za/sites/www.gov.za/files/40772_gon335.pdf.

Department of Higher Education and Training. 2013. *Post-School Education and Training White Paper for Post-School Education and*, Available at: www.dhet.gov.za.

Department of Industry, Innovation, Science, R. and T.E. 2012. *National VET E-learning Strategy*,

Department of Telecommunications and Postal Services,S.A. 2016. National Integrated ICT Policy White Paper. *Government Gazette*, 1212(September), pp.4–176.

Dixon, G & Overton, L. 2015. Towards Maturity : Retail Sector Benchmark report 2015, Available at: https://www.towardsmaturity.org/elements/uploads/2015_Sector_Benchmark_Report_-_Retail_FINAL.pdf

Ehlers, U.-D. & European Quality Observatory. 2005. *Quality in e-learning : use and dissemination of quality approaches in European e-learning : a study by the European Quality Observatory*, Available at: http://www.rcc.gov.pt/SiteCollectionDocuments/Qualitye-learning05.pdf.

E-learning, C. for. 2017. Glossary of e-learning terms. *e-learning council*. Available at: http://www.elearningcouncil.com/elearning_terms_glossary/ [Accessed April 17, 2017].

E-Learning Group. n.d. A Toolkit for Harnessing Quality Assurance Processes for Technology Enhanced Learning Available at: http://qaqe-sig.net/wp-content/uploads/2011/03/Toolkit_version_2011_9_3.pdf.

Elliott, R. & Clayton, J. 2007. *E-learning activity in New Zealand industry training organisations: Perceived benefits and barriers*, Available at: http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=798B30F69BC259C2527B307A1B1FA997?doi=10.1.1.503.2634&rep=rep1&type=pdf.

Esterhuyse, M. & Scholtz, B. 2015. *Barriers to e-Learning in a Developing Country : An Explorative Study*, Available at: https://www.researchgate.net/publication/313728470_Barriers_to_e-Learning_in_a_Developing_Country_An_Explorative_Study.

Ettinger, A., Holton, V. & Blass, E. 2005. E-learner experiences: learning from the pioneers. *Industrial and Commercial Training*, 37, pp.286–290. Available at: http://www.emeraldinsight.com/10.1108/00197850510617550.

Fiehl, S., Diaz, M. & Solom, A. 2011. *European e-learning Barometer*, Available at: https://www.crossknowledge.com/en-gb/media-center/news/elearning-barometer-europe.

FLAG. 2015. *E-learning-Quality-Model-2*, Available at: http://elss.dtwd.wa.gov.au/.

Ginns, P., Ellis, R. a. & Piggott, L. 2009. E-learning in higher education: some key aspects and their relationship to approaches to study. *Journal of Higher Education Research & Development*, 28(3), pp.303–318. Available at: http://www.tandfonline.com/doi/abs/10.1080/07294360902839909.

Le Grange, J. 2014. *Interrogating Quality Assurance of e-Learning in Adult Occupational and Vocational Learning in South Africa- The South African Qualifications Authorities 8 core criteria for quality learning delivery*, Available at: https://www.tesu.edu/.../28-LeGrange-SAQA_8_Core_Criteria_Quality_Learning_Delive...

Grifoll, J., Huertas, E. & Prades, A. 2010. *Quality assurance of e-learning: ENQA: Workshop report 14*, Available at: http://www.enqa.eu/files/ENQA_wr_14.pdf.

Guiney, P. 2015. *E-learning in the workplace*, Available at: https://ofti.org/wp-content/uploads/2015/04/E-Learning-in-the-Workplace-An-Annotated-Bibliography.pdf.

Guiney, P. 2013. *Organisational approaches to e-learning in the tertiary sector: An Annotated Bibliography*, Available at: http://www.educationcounts.govt.nz/publications/ict/organisational-approaches-to-e-learning-in-the-tertiary-sector.

Gulati, S. 2008. *Technology-Enhanced Learning in Developing Nations: A review*, Available at: http://www.irrodl.org/index.php/irrodl/article/view/477/1012.

Gunga, S.O. & Ricketts, I.W. 2007. Facing the challenges of e-learning initiatives in African universities. *British Journal of Educational Technology*, 38(5), pp.896–906.

Guri-Rosenblit, S. 2005. "Distance education" and "e-learning": Not the same thing. *Higher Education*, 49, pp.467–493.

Harvey, B. & Beards, D. 2004. E-learning in Scottish further and higher education. *Education + Training*, 46, pp.353–360. Available at: http://www.emeraldinsight.com/doi/abs/10.1108/00400910410555268.

Higgins, A.H. & Prebble, T.K. 2008. *Taking the lead: Strategic Management for e-Learning*, Available at: http://www.ncbi.nlm.nih.gov/pubmed/24742890.

Hung, J.L. 2012. Trends of e-learning research from 2000 to 2008: Use of text mining and bibliometrics. *British Journal of Educational Technology*, 43(1), pp.5–16.

Hussein, R., Aditiawarman, U. & Mohamed, N. 2007. *E-Learning acceptance in a developing country: A case of the Indonesian Open University*, Available at: http://pubman.mpdl.mpg.de/pubman/item/escidoc:1786666/component/escidoc:1786665/GES _paper90.pdf.

Insurance SETA. 2014. *GUIDELINE : E-Learning*, Available at: http://www.inseta.org.za/downloads/E_learning_Guideline_2012.pdf.

Jereb, E. & Šmitek, B. 2006. Applying multimedia instruction in e-learning. *Innovations in Education and Teaching International*, 43(1), pp.15–27.

Liao, H.L. & Lu, H.P. 2008. Richness versus parsimony antecedents of technology adoption model for e-learning websites. *Lecture Notes in Computer Science (including subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics)*, 5145 LNCS(43), pp.8–17.

Logica Banica1. 2014. Different Hype Cycle Viewpoints for an E-Learning System\n. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 4(SEPTEMBER 2014), pp.88–95. Available at: http://www.iosrjournals.org/iosr-jrme/papers/Vol-4 Issue-5/Version-2/M04528895.pdf.

Mainka, C., Benzies, A. & Mainka, C. 2012. E-learning : vision to reality. *Interactive Technology and Smart Education,*, 3(2), pp.101–111.

Malamed, C. 2017. Glossary of online learning terms. *The e-learning coach*. Available at: http://theelearningcoach.com/resources/online-learning-glossary-of-terms/ [Accessed April 17, 2017].

Marshall, S. 2013. Using the e-learning Maturity Model to Identify Good Practice in E-Learning. , (2001), pp.546–556. Available at: https://www.learntechlib.org/p/171178/.

Massmart. 2013. Massmart University. Available at: http://www.massmart.co.za/careers/massmart-corporate-university/ [Accessed October 31, 2015].

Means, B., Toyama, Y. & Murphy, R. 2010. Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies. *U.S. Department of of Education*, p.94.

Mr Price. 2015. *MR Price Integrated Annual report*, Available at: http://www.mrpricegroup.com/mr-price-group-investor-relations.aspx?loc=rr.

Mzimande, B. 2012. Green paper for post-school education and training. *Dept: Higher Education &Training*, pp.x − xiv.

Nichols, M. & Anderson, B. 2005. Strategic e-learning implementation. *Educational Technology and Society*, 8, pp.1–8.

Nicholson, P. 2007. Computers and Education: E-Learning, From Theory to Practice. In B. Fernández-Manjón et al., eds. *Computers and Education E-Learning, From Theory to Practice*. Dordrecht: Springer Netherlands, pp. 1–11. Available at: http://dx.doi.org/10.1007/978-1-4020-4914-9_1.

Nielsen Online. 2016. INTERNET USAGE STATISTICS The Internet Big Picture World Internet Users and 2015 Population Stats. Available at: http://www.internetworldstats.com/stats.htm [Accessed April 24, 2016].

Olcott, D. 2014. AVU Quality Assurance (QA) Framework for Open , Distance and eLearning Programmes FINAL AVU QAF Approved by Board of Directors and AVU General Assembly 5 September 2014 Nairobi , Kenya, Available at: http://www.avu.org/avuweb/wp-content/uploads/2016/05/QA_FRAMEWORK.pdf

Oliver, R. 2005. Quality assurance and e-learning: blue skies and pragmatism. *Alt-J*, 13(3), pp.173–187. Available at: http://www.researchinlearningtechnology.net/index.php/rlt/article/view/10996.

Olson, J., Codde, J. & DeMaagd, K. 2011. An Analysis of e-Learning Impacts & Best Practices in Developing Countries. Michigan State University, p.53. Available at: http://cas.msu.edu/wp-content/uploads/2013/09/E-Learning-White-Paper_oct-2011.pdf.

Ossiannilsson, E., Williams, K., Camillieri, A.F. & Brown, M. 2015. Quality Models in Online and Open Education around the Globe: State of the Art and Recommendations, Available at: http://elib.tcd.ie/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED557055&site=eds-live.

Ossiannilsson, E. & Landgren, L. 2012. Quality in e-learning - a conceptual framework based on experiences from three international benchmarking projects. *Journal of Computer Assisted Learning*, 28, pp.42–51.

Pappas, C. 2015. Online training benifits in the retail sector. Available at: http://elearningindustry.com/top-5-online-training-benefits-in-the-retail-sector [Accessed April 27, 2016].

Pawlowski, J.M. 2007. The quality adaptation model: Adaptation and adoption of the quality standard ISO/IEC 19796-1 for learning, education, and training. *Educational Technology and Society*, 10, pp.3–16.

Pick 'N Pay. 2014. *Integrated annual report 2014*. Available at: https://www.picknpay-ir.co.za/downloads/annual-report/2014/pick-n-pay-integrated-annual-report-2014.pdf

Qaa, T.Q.A.A. for H.E. 2010. Code of practice for the assurance of acedemic quality and standards in higher education. Collaborative provision and flexible and distributed learning (including e-learning) - Amplified version October 2010. , (October). Available at: http://www.bbk.ac.uk/linkinglondon/resources/apel-credit-resources/pub_Nov2010_QAA_COP_section_2_HE_guidance.pdf.

Rabak, L. & Cleveland-Innes, M. 2006. Acceptance and Resistance to Corporate E-Learning : A Case From the Retail Sector. *Journal of Distance Education*, 21(2), pp.115–134. Available at: http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=EJ807806.

Retail Council of Canada. 2015. *Retail Training and Employee Development Benchmark Survey 2015 Retail Training and Employee*, Available at: https://www.retailcouncil.org/sites/default/files/documents/Retail_Training_Survey3.pdf.

Romiszowski, A. 2004. How's the e-learning baby? Factors leading to success or failure of an educational technology innovation. *Educational Technology*, 1(1), pp.5–27. Available at: http://www.itslifejimbutnotasweknowit.org.uk/files/elearning_failure_study-romiszowsky.pdf.

Rosenbusch, N., Brinckmann, J. & Bausch, A. 2011. Is innovation always bene fi cial ? A meta-analysis of the relationship between innovation and performance in SMEs. *Journal of Business Venturing*, 26(4), pp.441–457. Available at: http://dx.doi.org/10.1016/j.jbusvent.2009.12.002.

Salajan, F.D. & Roumell, E.A. 2015. Two Decades of E-Learning Policy Evolution at EU Level : motivations , institutions and instruments. *European Journal of Education*, 51(3), 391-407.

Sangrà, A., Vlachopoulos, D. & Cabrera, N. 2012. Building an inclusive definition of e-learning: An approach to the conceptual framework. *International Review of Research in Open and Distance Learning*, 13, pp.145–159.

SAQA. 2015. *National Policy and Criteria for Designing and Implementing*, Available at: http://www.saqa.org.za/docs/pol/2014/Nationa pol crite.pdf.

SAQA. 2001a. *Quality Management Systems for ETQAs*, Available at: http://www.saqa.org.za/docs/pol/2003/qmsetqa.pdf.

SAQA. 2001b. Systems for Education and Training Providers. *Framework*, (012). Available at: http://www.saqa.org.za/docs/pol/2003/qms_prov.pdf.

Shoprite. 2015. *Shoprite Annual Non Financial Report*, Available at: https://www.shopriteholdings.co.za/content/dam/MediaPortal/documents/shoprite-holdings/integrated-report/2015/5527_SR_IR2015_E.pdf.

Shraim, K. & Khlaif, Z. 2010. An e-learning approach to secondary education in Palestine: opportunities and challenges. *Journal of information technology for development*, 16(3).

Spar. 2014. *Spar Annual report 2014*, Available at: https://www.spar.co.za/getattachment/fc16b138-ed55-4d20-9305-ef34e24c7af8/00000000-0000-0000-0000-000000000000-(11).aspx.

Swedish National Agency For Higher Education. 2008. E-learning quality. *Lifelong Learning*, 32, p.92. Available at: http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&dopt=Citation&list_uids=16799552.

TFG. 2014. *Integrated annual report*, Available at: www.illovosugar.com.

Training Room online. 2014a. *eLearning Survey of Large and Medium Companies in the Wholesale & Retail Sector August 2014*, Available at: internal report.

Training Room online. 2014b. *Guideline and Framework developement for E Learning*,

Trainingmag. 2014. 2014 Training: Industry Report. *Trainingmag Publications*, (December), pp.16–29. Available at: http://www.trainingmag.com/sites/default/files//magazines/2014_11/2014-Industry-Report.pdf.

Uvalić-Trumbić, S. 2016. The CIQG International Quality Principles : Toward a Shared Understanding of Quality, Available at: https://www.chea.org/userfiles/CIQG/Principles_Papers_Complete_web.pdf.

Villems, A. 2012. E-LEARNING QUALITY ASSURANCE AS A TOOL FOR OPEN INNOVATION IN EDUCATIONAL INSTITUTIONS: AN ESTONIAN CASE. *International Journal for innovation and quality in learning*, 1(1). Available at: https://ulf-ehlers.net/2013/02/26/the-new-kid-on-the-block-international-journal-for-innovation-and-quality-in-learning-innoqual/.

W&RSETA. 2016a. *QQA Accreditation Policy Purpose and Scope Legal Reference Acronyms and terms used Policy Annexure A*, Available at: http://www.wrseta.org.za/ .

W&RSETA. 2016b. SETA ETQA. Available at: http://www.wrseta.org.za/inner.aspx?section=1&page=2 [Accessed March 12, 2016].

W&RSETA. 2016c. W&R SETA website. *Wholesale and Retail SETA website*, 1. Available at: http://www.wrseta.org.za/.

Wagner, N., Hassanein, K. & Head, M. 2015. International Forum of Educational Technology & Society Who is responsible for E-Learning Success in Higher Education ? A Stakeholders ' Analysis. *Journal of educational technology and society*, 11(3), pp.26–36. Available at: https://www.jstor.org/stable/jeductechsoci.11.3.26?seq=1#page_scan_tab_contents.

Wainaina, B., Sanou, B. & Boateng, P. 2015. *Africa E-Learning survey*, Available at: http://www.elearning-africa.com/press_media_ela_report_2015.php.

Walls, E., Santer, M. & Wills, G. 2015. The dreams plan: A blupoint strategy for e-education provision in South Africa. *Electronic Journal of Information Systems in Developing Countries*, 70, pp.1–24.

White, M.A. 1983. Synthesis of research on electronic learning. *Educational Leadership*, 40(8), pp.13–15.

Appendix 1 : Proposal : W&RSETA application of ETQA for e-learning

Policy Statement/ Vision and strategic planning

The organization's aims, objectives and purposes need to be spelt out.

Quality criteria of the South African Qualifications Authority (SAQA)	Quality Criteria for E-Learning	Scope of quality criteria	Good Practice statements	Quality assurance outcomes	Quality Assurance Measurement
1.Policy Statement	Company-wide policy and governance for e-Learning	Company level planning, policy development and implementation in relation to the application of E-Learning. It includes the delegation of authority and responsibility for developing and implementing policy, and strategic and operational plans.	The company has an established, well understood strategy, governance mechanisms and policies that guide the selection, deployment, evaluation and improvement of the technologies used to support E-Learning.	Provision of evidence by training provider of intention to use technology based learning which is reflected in the mission, vision and overall objectives of the organisation.	4. *Accreditation policy to be applied as per existing policy* 5. *self-evaluation checklist by company with evidence of performance measures and indicators,* 6. *Validation of training providers E-Learning (E-Learning) policy*

Compiled by author from a range of resources. (Le Grange 2014)(Ossiannilsson & Landgren 2012)(SAQA 2001b)(Higgins & Prebble 2008)(Marshall 2013)(FLAG 2015)

Evaluation Process

1. <u>Accreditation of training providers to be applied as per existing policy</u>

   The existing accreditation policy of the W&RSETA July 2015 to be used to accredit training providers per the current policy (W&RSETA 2016a).

   Provision to expand the current self-evaluation template to accommodate e-learning

2. <u>Self-evaluation checklist by company with evidence of performance measures and indicators</u>.

   Completion of a self-evaluation checklist (ACODE 2016).The template checklist defines levels of performance from 1-5 for each self-evaluation criteria. Areas for development are to be included in the development plan for the provider. A minimum rating of 3 in 80% of the evaluation criteria is required for accreditation as e-learning provider. The aspects to be evaluated are.

   a. *Clarity of vision for development of e-learning within the organisation*

   b. *Communicating the vision across the organisation*

   c. *e-learning strategy*

   d. *Relationship of e-learning strategy to other strategic plans*

   e. *Strategic management of e-learning*

   f. *Evaluation of the impact and effectiveness of the e-learning strategy*

   g. *Coherence with local, regional and national strategic priorities*

3. <u>Validation of training providers e-learning policy</u>

Evaluation Procedure

➢ The following resources to be provided to training providers to assist with compliance

   - Self-evaluation template
   - Explanation document of each aspect of accreditation
   - Existing accreditation policy
   - Good practice strategy document

➢ Training provider accreditation to be completed as per the existing policy, where the provider is already accredited and wishes to make use of e-learning the above additional aspects are to be evaluated.

Amendment to existing policies

The primary policy to be amended will be the Accreditation Policy July 2015 v5 that will be extended to include the self-assessment component for e-learning.

Areas within the current accreditation policy that will require focus are

- Criteria for accreditation :
  - To include completion of the relevant portion of self-assessment template for purposes of e-learning as mode of delivery.
  - Expansion of quality management system to include evaluation areas for e-learning
- Duration and status of accreditation
  - Development areas to include e-learning areas
- Policies not reviewed
  - The different diamond trees referred to in the policy

Quality management systems

Identify processes and outline procedures that implement quality management in the organisation.

Quality criteria of the South African Qualifications Authority (SAQA)	Quality Criteria for E-Learning	Scope of quality criteria	Good Practice statements	Quality assurance outcomes	Quality Measurement
2.Quality management systems .	Planning for company-wide quality improvement of E-Learning	Institution-wide processes are in place, including, planning, implementation, evaluation and feedback loops, to ensure the effective use of E-Learning and its alignment with external requirements.	The company supports and encourages the sustainable, effective and efficient use of e-Learning through strategic planning processes at all levels of the institution. The focus is continuous improvement through systematic and regular evaluation of implementation strategies and outcomes. Such evaluation will in turn inform future planning and align with the company's strategic direction.	Training providers should indicate what quality management system and approach they wish to use. The overall quality policy and a policy statement specific to the delivery of technology based learning are suggested.	1. *performance measures and indicators, self-evaluation by company with evidence* 2. *Evaluation of **system** to include a consideration of the provider's procedures for access, transfer, and progression; the Recognition of Prior Learning; and Protection for Learners as well as specific legal obligations where and when appropriate*

Evaluation Process

1. <u>performance measures and indicators, self-evaluation by company with evidence</u>

Completion of a self-evaluation checklist (ACODE 2016).The template checklist defines levels of performance from 1-5 for each self-evaluation criteria. Areas for development are to be included in the development plan for the provider. A minimum rating of 3 in 80% of the evaluation criteria is required for accreditation as e-learning provider. The aspects to be evaluated are.

Example of quality management systems evaluation

Planning for institution-wide quality improvement of E-Learning	1	2	3	4	5
1. Institution-wide processes for quality assurance are in place and in use to integrate E-Learning at both a programme and course level.					
2. Comprehensive evaluation processes are in place to support decisions relating to the implementing of E-Learning services.					
3. Planning for quality improvement of the institution's E-Learning systems and procedures are resourced.					
4. Evaluation cycles are in place to measure key performance indicators identified by and for all stakeholders, and are integrated in planning for continuous improvement purposes.					
5. Outcomes are reported to all levels of the institution.					

2. <u>Evaluation of system to include a consideration of the provider's procedures for access, transfer, and progression; the Recognition of Prior Learning; and Protection for Learners as well as specific legal obligations where and when appropriate</u>

Evaluation Procedure

Forms part of the accreditation process and QQA monitoring and Accreditation Policy

Amendment to existing policies

Forms part of accreditation policy

Review mechanisms/ Monitoring and reviewing implementation

Outline the ways in which the implementation of policies would be monitored.

Quality criteria of the South African Qualifications Authority (SAQA)	Quality Criteria for e-Learning	Scope of quality criteria	Good Practice statements	Quality assurance outcomes	Quality Measurement
3.Review mechanisms		Institution-wide processes are in place, including, feedback loops, to ensure the effective use of E-Learning and its alignment with external requirements.		Training providers should explain how often the review will take place, and as noted with the rapid development of technology this review should be bi-annually or annually. The process should also include a review of how learning is delivered as well as the platform from which learning takes place.	1. *5 performance measures and indicators, self-evaluation by company with evidence* 2. *Validation of service providers - **System reports** arising from provider self-evaluation (internal verification mechanisms), authentication of assessment and learner attainment of national standards.* *-provider's quality assurance* *-validation of assessment design and instruments,* *-Ability **of systems** to supply monitoring reports*

Evaluation Process

1. <u>Self-evaluation checklist by company with evidence of performance measures and indicators.</u>

Completion of a self-evaluation checklist with the following evaluation areas (ACODE 2016)

The template checklist defines levels of performance from 1-5 for each self-evaluation criteria. Areas for development are to be included in the development plan for the provider. A minimum rating of 3 in 80% of the evaluation criteria is required for accreditation as E-Learning provider.

   a. Implementing the e-learning strategy and action plan
   b. Monitoring and reviewing implementation
   c. Commitment throughout organisation to the development of ILT/e-learning
   d. Partnerships

2. <u>Validation of service providers</u>
   a. System reports arising from provider self-evaluation (internal verification mechanisms), authentication of assessment and learner attainment of national standards.
   b. provider's quality assurance
   c. validation of assessment design and instruments,
   d. Ability of systems to supply monitoring reports

Evaluation Procedure

➢ The following resources to be provided to training providers to assist with compliance

   •Self-evaluation template
   •Explanation document of each aspect of accreditation

Amendment to existing policies

Monitoring and Auditing Policy July 2015

Programme delivery / Teaching and learning

Outline how learning programmes would be developed, delivered and evaluated.

Quality criteria of the South African Qualifications Authority (SAQA)	Quality Criteria for E-Learning	Scope of quality criteria	Good Practice statements	Quality assurance outcomes	Quality Measurement
4.Programme delivery	The delivery of E-Learning services	E-Learning (TEL) is effectively deployed into courses and programmes. It encompasses the underlying rationale and strategic intent, how it is embedded into training, how it is resourced, evaluated and advanced.	The application of E-Learning is: • grounded in the companies training strategy; • informed by good pedagogical practice and research; • supported adequately; • deployed and promoted effectively; • evaluated from a number of perspectives The Performance Indicators are organised to reflect these aspects of pedagogical application.	Institutions should explain how learning is designed, developed and what delivery mechanism is used. Hours of instruction as well as instructional design methodology relative to technology-based learning should be demonstrated.	1. *Learning programme evaluation per existing policy* 2. *performance measures and indicators, self-evaluation by company with evidence* 3. ***Systems process map*** -validated against the system. -registration -content -feedback 4. ***Notional Hour compliance and tracking*** - *evidence of Individual Learner notional hour compliance.*

Evaluation Process

1. <u>Learning programme evaluation per existing policy</u>

The existing policy of the W&RSETA July 2015 to be used to evaluate training providers per the current policy (W&RSETA 2016a).

Provision to expand the current self-evaluation template to accommodate E-Learning

2. <u>Self-evaluation checklist by company with evidence of performance measures and indicators.</u>

Completion of a self-evaluation checklist (Annexure A) with the following evaluation areas (ACODE 2016)

The template checklist defines levels of performance from 1-5 for each self-evaluation criteria. Areas for development are to be included in the development plan for the provider. A minimum rating of 3 in 80% of the evaluation criteria is required for accreditation as E-Learning provider.

> *a. Teaching and learning styles*
>
> *b. Electronic availability of learning resources*
>
> *c. Using the internet for teaching and learning*
>
> *d. Re-engineering teaching and learning provision*

3. <u>Systems process map</u>
4. <u>Notional Hour compliance and tracking</u>
5. <u>Learner feedback mechanisms</u>

Evaluation Procedure

Amendment to existing policies

Learning Programme Evaluation Policy July 2015

Programme strategy guide

Programme Application Self-Evaluation Form

Staff policies / Staff development

Outline policies and procedures for staff selection, appraisal and development

Quality criteria of the South African Qualifications Authority (SAQA)	Quality Criteria for E-Learning	Scope of quality criteria	Good Practice statements	Quality assurance outcomes	Quality Measurement
5.Staff policies	Staff professional development for the effective use of E-Learning	The key focus is on developing training staff to make effective use of a range of approaches to E-Learning (TEL). Staff development activities encompass individual and group delivery, face-to-face, as well as online. Self-directed learning activities and resources are also included. Some professional development will be designed and delivered to meet the strategic needs of the organisation, whilst other activities will be provided to meet the demands of training staff as they arise.	Quality learning and teaching is brought about where people are confident, enthusiastic, skilled and well supported, and learning experiences are designed to engage the learner and employ a variety of approaches. Engagement in professional development should not be limited by factors of physical location, equity or technological skills. This means that staff development is offered flexibly, accommodates a range of entry points, is evaluated and is informed by the work of related units. A good practice approach to the use of E-Learning reflects an understanding of learners' characteristics and needs as required by different discipline contexts	Institutions should explain the process of developing staff to meet the needs of constantly changing technology and the role of professional development for all tiers of staff from instructors, to administrators.	1. E-learning competence assessment: Skills and knowledge of trainers and assessors extend to e-learning systems and approaches 2. performance measures and indicators, self-evaluation by company with evidence

Evaluation Process

1. Skills and knowledge of trainers and assessors extend to e-learning systems and approaches

Completion of a self-evaluation checklist with the following evaluation areas (ACODE 2016)
The template checklist defines levels of performance from 1-5 for each self-evaluation criteria. Areas for development are to be included in the development plan for the provider. A minimum rating of 3 in 80% of the evaluation criteria is required for accreditation as E-Learning provider

    a. Analysis and understanding of staff development needs

    b. Staff development programme and delivery

    c. Making best use of enthusiasts

    d. Competence and confidence of trainers and assessors

    e. Competence and confidence of administrative staff

    f. Impact of staff development on the organisation.

2. Self-evaluation checklist by company with evidence of performance measures and indicators.

Example of evaluation dimensions

Benchmark 5: Staff professional development for the effective use of E-Learning	1	2	3	4	5
1. A framework for staff development in E-Learning is part of the institution's learning and teaching strategy.					
2. Processes are in place and in use to identify staff development needs in support of the institution's strategy for E-Learning.					
3. Educational and technical expertise is used to develop quality programmes and resources addressing staff development needs.					
4. Coordination occurs between those areas providing staff development for E-Learning across the institution.					
5. Staff development for E-Learning is resourced.					
6. Staff development programmes are delivered flexibly and address differing skill levels.					
7. Evaluation data is used to inform the planning for continuous improvement of staff development processes.					

Evaluation Procedure

Amendment to existing policies

Assessor and Moderator Registration Policy July 2015
Assessor and Moderator Application Registration Form

Learner policies / Learner Support
Policies and procedures for the selection of learners are outlined, and learners are given guidance and support

Quality criteria of the South African Qualifications Authority (SAQA)	Quality Criteria for E-Learning (	Scope of quality criteria	Good Practice statements	Quality assurance outcomes	*Quality Measurement*
6.Learner policies	Student training for the effective use of E-Learning	E-Learning services are the systems and tools used by the institution to support learning and teaching. These can include the use of: required computing equipment and software; learning management systems and associated applications; library systems; cloud-based environments; mobile technologies. Aspects of an ethical approach to E-Learning are also included. Student training refers to the applied use of such technologies in a learning context. It can take many forms and be provided by many people, for example through: specific training classes; self-help resources; or as part of a unit of study. Staff providing the training need appropriate skills which require alignment to the professional/staff development benchmark.	The provision of student training for the effective use of the institution's E-Learning services is aligned with the teaching approaches in use; is adequately resourced; is coordinated with other student support services; is flexible; is focused on the needs of students; covers a range of current technologies and reflects good practice in the use of technology.	Institutions should explain how learners will be supported, how evidence of this support will be generated and how guidance to learners will be monitored if technology forms the only communication mechanism with learners.	1. *Personalization* Learners' individual needs and the needs of disadvantaged learners are accommodated flexibly and responses are tailored 2. *Technical support* Learners are provided with support to make effective use of technology 3. performance measures and indicators, self-evaluation by company with evidence

Evaluation Process

1. <u>Self-evaluation checklist by company with evidence of performance measures and indicators.</u>

Completion of a self-evaluation checklist with the following evaluation areas (ACODE 2016)
The template checklist defines levels of performance from 1-5 for each self-evaluation criteria. Areas for development are to be included in the development plan for the provider. A minimum rating of 3 in 80% of the evaluation criteria is required for accreditation as E-Learning provider

   a.   Information, advice and guidance

   b.   Electronic communication

   c.   Additional support for learners

   d.   Development of learners' ICT skills

   e.   Setting targets and recording progress and achievement

<u>Example of evaluation dimensions</u>

Student training for the effective use of E-Learning	1	2	3	4	5
1. Student training is aligned with the technologies and teaching approaches in use at the institution.					
2. Student training for E-Learning is adequately resourced.					
3. There are procedures in place to regularly evaluate the training and training resources provided for students.					
4. Coordination occurs between those areas providing training for students.					
5. Student training programmes are delivered flexibly and address differing skill levels.					
6. Student training promotes an ethical approach to the use of social media and the E-Learning services provided by the institution.					
7. Evaluation data is used to inform the planning for continuous improvement of student development processes.					
8. There are clearly defined pathways for students to access the training they require.					

Evaluation Procedure

Amendment to existing policies

<u>**Assessment policies / Assessment and Verification**</u>
Outline policies and procedures for forms of assessments that are used and how they are managed

E-Assessment

E-assessment is a generic term for any electronically captured and/or marked test script. Often referred to as computer based testing the terms; online test, where the test is taken real-time over the internet a question at a time; or, on-screen where the test is downloaded locally taken offline and then uploaded after.

In terms of the context of assessment here it is referring to 'high-stakes' assessment in that the assessment is leading to a qualification. This is as opposed to 'low-stakes' assessments which may be used in e-learning such as quizzes or formative assessment to assess a learners knowledge in a particular area.

Categories of E- Assessment
There are three categories of e-test which are in common use:

- E-Testing – These are objective tests which include computer marked and includes multiple choice, multiple answer multiple choice, list ordering, drag and drop. They are typically used for knowledge based tests and with well-constructed tests can test in depth knowledge and understanding of a subject. The big benefits are that feedback to the candidate is immediate and are typically used as on-demand testing so the candidate can take the test when they are ready to do so.

- E-Marking – This is the capturing of a free-text, or other human marked content either captured on a computer or scanned in from an exam paper following a typical cohort based assessment. Once the text or other content has been inputted into the system human graders are then able to mark the scripts. As well as speeding up the process it anonymises scripts to allow a fair marking process without bias and additional quality and moderation can be included to ensure the integrity of the overall marking process.

- E-Portfolio – This is an online repository of evidence for a particular subject and most widely used in the vocational arena. Most importantly it allows for a wide range of media to be used as evidence and uploaded into the system including, audio, video, photographs, witness statements, etc. This evidence can be matched to specific criteria or learning outcomes and allows the tutor to work collaboratively with the student without having to be physically with the student. This coupled with workflow tools and access from verifiers

saves considerable time in the qualification process providing significant cost savings and a standardised approach to assessment and a more engaging process for the learner.

<u>On-Demand Testing</u>

A big benefit of offering e-assessment is that rather than the typical means of delivering paper and pencil tests via cohorts the test can be taken any time (if the organisation delivering the test wishes to do so) or on demand. The tests can take the form of a pre-defined number of test forms or are computer generated from an item bank based around a test specification with a paper created for each candidate with the uniqueness of the paper depending on the size of the item bank being used. The challenge of the test owner is having sufficient items to create the required number of test forms appropriate for the number of candidates taking an exam.

Benefits vs. Challenges

There are numerous benefits of e-assessment around on demand testing, operational efficiencies, speed of results, improved test integrity, reduced fraud/cheating, improved learner experience and introduction of different assessment types. E.g. Use of video and images.

There are however potential drawbacks with e-testing particularly; this is that as the results are typically immediate with e-testing, which means the test questions have to be correct (you can't go back later and moderate or adjust results when you have immediate feedback); the item bank needs to be bigger which costs more to develop and time needs to be spent on ensuring the test is fair, valid and reliable for all test forms prior to release. There does need to be access to a computer for the candidates to take the test, so it doesn't lend itself to tests where there is only one test form and where lots of candidates need to take a test at the same location.

Opportunity for the W&R SETA via Assessment

The opportunity for the SETA is to control the assessment for qualifications within their sector. By controlling the different assessment options this would provide a robust and reliable assessment process that would ensure the integrity of the overall assessment process and create a much more rapid assessment process with real-time access to management information on the assessment process and of course less paper.

A nominal fee could be attached to use of the tools per candidate, as the employers or training organisations would incur costs doing this themselves which would cover the cost of implementing and supporting the e-assessment process.

Off-the-shelf assessment tools are available which can be configured to provide a simple and quick way of implementing e-assessment with inputs and outputs from existing SETA and employer systems creating a testing ecosystem.

- E-tests : All knowledge based assessments can be standardised in different subject areas and the results provided to the candidate immediately. The tests can be taken scheduled in advance and invigilated independently in a 3rd party venue, though more realistically in their place of learning or work by a trusted 3rd party. E.g. a line manager or HR & Training person. Results from tests can be transferred electronically to employer and SETA databases (or e-portfolio tool) to have a permanent record of candidate progress.
- E-portfolio : The qualification competencies are pre-loaded into the e-portfolio tool and the learner is able to, with tutor support as needed, to upload media to evidence particular competencies. Other stakeholders have role-based access to the system, tutors, line-managers, verifiers, etc., to input or check on information as required Work-flow allows for the tutors and learners to be able to progress quickly through their programme.
- e-marking :This can be included and would be relevant for more advanced subject areas where more complex skills were being assessed and where an e-portfolio or e-testing system were not appropriate. The capturing of the text could be made in an e-testing system or an e-portfolio system depending on what is being human graded.

Pilot project

A pilot can be run assessing the effectiveness of e-assessment to support the SETA in meeting its goals of increasing skills within the sector. Ideally the larger the pilot with the larger a range of organisations involved the more effective it would be in providing a range of candidate, employer and training organisation experiences. As much of the cost is up front in terms of configuring the e-assessment tools, and training external staff such as invigilators and assessors, the incremental costs for additional delegates are minimal. Experience has shown that the key factor would be delivering a live pilot with the candidate assessments being used as part of the qualification to ensure the pilot is seen as credible by all stakeholders. The only aspect that would probably not be included would be the automatic importing and exporting of learner data to and from external systems, although this could be undertaken manually.

Management system and policies / Infrastructure and equipment

Indicate the financial, administrative and physical structures and resources of the organisation, as well as procedures of accountability within the organisation

Quality criteria of the South African Qualifications Authority (SAQA)	Quality Criteria for E-Learning	Scope of quality criteria	Good Practice statements	Quality assurance outcomes	Quality Measurement
8.Management system and policies	Information technology systems, services and support for E-Learning	Information technology (IT) services describe the range of systems and support required to maintain and update the institution's approach to E-Learning. This can include the use of: learning management systems and their associated systems; library systems; cloud-based tools and services; mobile technologies. It also includes hardware (computers, telecommunications and ancillary equipment) and networks, both internal and external which are used for the purposes of E-Learning, for both on and off company site environments.	Technical infrastructure, both physical and virtual, is aligned with institutional learning goals and the technologies are resourced, support staff is trained and the infrastructure is implemented, maintained, administered and supported efficiently and effectively.	Institutions should explain how they intend to maintain leaders who are current with changing technology, as well as explain how the management of infrastructure will remain current and that learning and cost of delivering this "current learning" will not be compromised.	1. E technical standards: A set of technical standards recommended for underpinning all e-learning content and systems in the sector. 2. performance measures and indicators, self-evaluation by company with evidence

Evaluation Process

1. <u>E technical standards: A set of technical standards recommended for underpinning all e-learning content and systems in the sector.</u>

2. <u>Self-evaluation checklist by company with evidence of   performance measures and indicators.</u>

Completion of a self-evaluation checklist with the following evaluation areas (ACODE 2016)

The template checklist defines levels of performance from 1-5 for each self-evaluation criteria.

Areas for development are to be included in the development plan for the provider. A minimum rating of 3 in 80% of the evaluation criteria is required for accreditation as E-Learning provider

    a. Access to computers and other IT/ICT equipment

    b. Internet connectivity

    c. Learning platform development

    d. Technical support for staff and learners

    e. Compliance to international standards such as scorm, AICCc and other conventions.

<u>Example of evaluation dimensions</u>

Information technology systems, services and support for E-Learning	1	2	3	4	5
1. Systems and processes are in place to generate learning and educational analytic data to support decision making.					
2. There are clearly articulated processes, and responsibilities for the implementation and maintenance of the E-Learning systems.					
3. Responsibilities and processes for support and training of staff and students in the use of the E-Learning systems are clearly defined.					
4. Resources are allocated for the implementation and maintenance of IT services that support E-Learning.					
5. Experimentation with new and emerging technologies is encouraged and resourced by the institution and supported by procedure.					
6. Professional development occurs for staff managing the services used to support E-Learning (including new and emerging technologies).					
7. The institution has robust procedures and processes in place to identify and manage risk associated with all the E-Learning services.					
8. Support levels and pathways for assistance for all learning technologies are clearly communicated to staff.					

Evaluation Procedure

Amendment to existing policies

Certification Policy July 2015

Appendix 2 : E-learning terminology

Agreement on the following key definitions with respect to e-learning are proposed that are to be used (which means in this document, the following terms should be understood as defined below)

Accreditation for e-learning means the certification, usually for a particular period of time, of a provider as having the capacity to fulfil a particular function in the quality assurance system set up by the South African Qualifications Authority.

Accreditation scope means the list of qualification(s) and/or unit standard(s) for which a body is accredited for purposes of qualification(s) and/or unit standard(s) delivery via e-learning.

App: Application: A usually small, specialised programme or piece of software that runs on the Internet, a computer, mobile phone or other electronic device.(Department of Telecommunications and Postal Services 2016)

Asynchronous learning :Asynchronous learning occurs when students begin and complete a training course at different times, according to their own schedule.(Training Room online 2014b)

Audio and video conferences: Audio and video conferences are audio and video sessions between two or more users at different locations, in real time.

Authoring Tool : A software application or programme used by trainers and instructional designers to create e-learning courseware. Types of authoring tools include instructionally focused authoring tools, Web authoring and programming tools, template-focused authoring tools, knowledge capture systems, and text and file creation tools.

Blended learning refers to structured learning opportunities provided using a combination of contact, distance, and/or e-learning opportunities to suit different purposes, audiences, and contexts,(Department of Higher Education and Training 2012) with different levels of ICT support (Department of Higher Education and Training 2017)

Blog : Short for "Web log," a specialized site that allows an individual or group of individuals to share a log of events and personal insights with online audiences.

Courseware :Software designed specifically for use in a classroom or other educational setting, containing instructional material, educational software, or audiovisual materials.(E-learning 2017)

Discussion forums: :Discussion forums (also called message boards) are the primary tool for online discussion. They allow a number of participants to hold conversations in the form of posted messages.

Distance education: A mode of education provision based primarily on a set of teaching and learning strategies (or educational methods) that are used to overcome spatial and/or transactional distance between educators and learners. It is not necessary for learners to attend classes frequently and for long periods. Instead, it may use a combination of face-to-face interactions,

different media, learner support mechanisms, discussions, and practical sessions.(Department of Higher Education and Training 2017)

E-Assessment : E-assessment is a generic term for any electronically captured and/or marked test script. Often referred to as computer based testing the terms; online test, where the test is taken real-time over the internet a question at a time; or, on-screen where the test is downloaded locally taken offline and then uploaded after

E-book: Information and graphics that have been organized in electronic or computerized lessons or chapters and made available via computer.

E-Learning refers to structured learning opportunities mediated through the use of digital resources (usually combinations of text, audio and visual/video files) and software applications. E-learning may be offered on-line and synchronously (e.g. real-time conference), on-line and asynchronously (e.g. text-based discussion forum) or off-line (e.g. interactive CD/DVD/flash drive). E-learning can be employed in both contact and distance programmes.(Department of Higher Education and Training 2012)

E-Learning Provider means a person, a body or institution that delivers learning programmes via e-learning which culminate in specified National Qualifications Framework standards or qualifications and manages the assessment thereof.

E-portfolio : Qualification competencies are pre-loaded into the e-portfolio tool and the learner is able to, with tutor support as needed, to upload media to evidence particular competencies.

E-services: refer to services delivered via the Internet, and over mobile technology (m-services) and other ICT platforms. This includes e-commerce as well as a wide spectrum of personal and government services based on the provision of knowledge, information, applications ("apps"), access to markets, entertainment, education, health care, social networks, banking, surveillance, remote control, early warning, etc.(Department of Telecommunications and Postal Services 2016)

E-Testing: These are objective tests which include computer marked and includes multiple choice, multiple answer multiple choice, list ordering, drag and drop. They are typically used for knowledge based tests and test in depth knowledge and understanding of a subject.

E-tutoring, E-coaching, E-mentoring :Individual support and feedback to learners through online tools and facilitation techniques.(Training Room online 2014b)

Full accreditation for e-learning is the certification of a training provider for a period of five years after having met the requirements of the development plan during provisional accreditation and having met the requirements for full accreditation at the provider audit conducted by the W&RSETA QQA.

ICT : Information and Communication Technologies.

Interactive multimedia : Media that allows learners to provide input to an online course and receive feedback as a result of the input. The input might consist of a mouse click or drag, gestures, voice commands, touching an input screen, text entry and live interactions with connected participants.(Malamed 2017)

Learning platforms : are usually referred to as virtual learning environments (VLEs), learning management systems (LMSs) or learning content management systems (LCMSs). These terms are often used interchangeably.(Training Room online 2014a)

Learning content management system (LCMS): A multi-user software programme enabling lecturers, instructional designers and course/materials developers to create, develop, modify, store, re-use and organise e-learning content. It includes a centralised repository of learning materials and resources archived so as to be searchable and adaptable for use in any online course. Ideally, an LCMS should be entirely compatible and integrated with the LMS used by the same organisation.(Department of Higher Education and Training 2017)

Learning management system (LMS): A multi-user software programme for delivering programmes and courses to learners, registering students, administering, tracking, reporting on and documenting their participation, progress, performance and achievement/results. This information is accessible to lecturers, tutors and administrators, and, in most cases, information on each student is made available to the individual concerned, enabling students to track their own progress.(Department of Higher Education and Training 2017)

M-learning or mobile-learning refers to e-learning opportunities formatted for access via mobile devices such as netbooks, tablets, smartphones, MP3/4 players etc.

Multimedia : Refers to the presentation of information and instruction through a combination of graphics, audio, text, or video. Multimedia instruction is often interactive.

Mode of provision: The method/s by which learning is taking place. There is a move away from traditional, single mode institutions (where all courses and programmes are mediated either by distance or contact-based methodologies) to dual and mixed-mode institutions where courses and programmes are mediated by a range of distance, resource-based and contact-based methods, with the blend of methods varying from context to context. Internationally there is a move away from individual programmes being accredited either as contact or distance provision.(Department of Higher Education and Training 2017)

Online learning: The predominant use of the Internet to learn. Learners have to be connected to the Internet to access and interact with learning materials, interact with peers and lecturers, participate in discussions and do assessments.(Department of Higher Education and Training 2017)

Open access: The creation of competition in all layers of the network, allowing a wide variety of physical networks and applications to interact in an open architecture (Department of Telecommunications and Postal Services 2016)

Open Educational Resources (OER): Educational resources (including curriculum maps, course materials, textbooks, streaming videos, multimedia applications, podcasts, and any other materials that have been designed for use in teaching and learning) that are freely available for use by educators and learners, without an accompanying need to pay royalties or licence fees. OER is not synonymous with online learning or e-learning. Openly licensed content can be produced in any

medium: text, video, audio, or computer-based multimedia.(Department of Higher Education and Training 2012)

Open learning: An educational approach which combines the principles of learner-centredness, lifelong learning, flexibility of learning provision, the removal of barriers to access learning, the recognition for credit of prior learning experience, the provision of learner support, the construction of learning programmes in the expectation that learners can succeed, and the maintenance of rigorous quality assurance over the design of learning materials and support systems.(Department of Higher Education and Training 2017)

Provider : A registered institution which offers learning programmes that culminate in specified National Qualifications Framework standards and/or qualifications and manages the assessment thereof.(Department of Higher Education and Training 2012)

Provisional accreditation for e-learning is the certification of a training provider for a period of two , years having met the minimum requirements for accreditation set by SAQA and the W&RSETA QQA, and where the provider enters into an agreed upon development plan with the W&RSETA QQA

RSS: Really Simple Syndication: RSS is a family of Web feed formats used to publish frequently updated content such as blog entries, news headlines, and podcasts in a standardized format.

SCORM :Sharable Content Object Reference Model: A set of specifications that, when applied to course content, produces small, reusable learning objects. SCORM-compliant courseware elements can be easily merged with other compliant elements to produce a highly modular repository of training materials.

Simulations : Highly interactive applications that allow the learner to model or role-play in a scenario. Simulations enable the learner to practice skills or behaviors in a risk-free environment.

Social media learning refers to the acquisition of information and skills through social technologies that allow people to collaborate, converse, provide input, create content and share it. Examples of social media learning can occur through online social networking platforms, blogs and microblogs (like Twitter), online talk radio and wikis.

Streaming Media : Streaming media is the audio-visual content that is played as it is being downloaded. Thus, an Internet user does not have to wait for a video clip to download fully as it allows watching the clip as the footage downloads.(E-learning 2017)

Syncronous learning :Synchronous learning occurs when remote students enrol in a class that is paced at particular intervals that must be attended/completed according to a specific schedule.(Training Room online 2014b)

Technology-enhanced learning: Structured learning mediated through software applications using digital resources (usually combinations of text, audio and visual/video files) and communication, and accessed through a range of fixed or mobile hardware devices. Such learning provision may be on-line and synchronous (e.g. realtime conferencing), on-line and asynchronous (e.g. text-based discussion forums) or off-line (e.g. interactive or resource-based CD/DVD/flash drive). ICT

can support learning in contact, blended and distance programmes.(Department of Higher Education and Training 2017)

Virtual classroom refers to a digital classroom learning environment that takes place over the Internet rather than in a physical classroom. It is implemented through software that allows an instructor and students to interact.(Malamed 2017)

VLE Virtual Learning Environment. A Virtual learning environment (VLE) is a software system designed to facilitate teachers in the management of educational courses for their students, especially by helping teachers and learners with course administration.

Web 2.0 : A term often applied to a perceived ongoing transition of the World Wide Web from a collection of websites to a full-fledged computing platform serving web applications to end users.

Web-based training (WBT) :Any instructional event that can be accessed via the Internet or the Web.

Webcasting : refers to audios and videos sent from a single source to multiple passive receivers(Ossiannilsson & Landgren 2012)

Webinaar: A webinar is a seminar or workshop in which the facilitator and participants view the same screen at the same time. Usually the webinar has an audio component that the facilitator controls and functionality that allows participants to chat by entering text, answering polls, raising their hands and asking questions.

Wiki : A wiki is a collection of web pages designed to enable anyone who accesses it to contribute or modify content, using a simplified markup language. The goal is to create a way for many people to contribute and edit information so that knowledge is built and shared widely in a very short amount of time.(E-learning 2017)

Wireless: Generic term for mobile communication services which do not use fixed-line networks for direct access to the subscriber.(Department of Telecommunications and Postal Services 2016)

Appendix 3 : Example of QMS with adjustments for e-learning

1. Managing the Quality Management System

1.1. Mission Statement

THE TRAINING PROVIDER aims to develop long-term, mutually beneficial relationships with client organisations to facilitate the process of development, facilitation, accreditation & alignment of training.
It is our mission to lead the market as a developer of quality training materials & outsourced training provider & will always apply the highest levels of ethics & professionalism at all times.
This will be achieved by developing & implementing structured quality learning interventions & practices that are linked to unit standards & assessment principles based on sound NQF practice

1.1.1. Principles & Goals

Principles
- Training relevant to the sector of the client organisation
- Assist in the development of quality workplace learning environments
- Develop & provide NQF linked progression opportunities
- Link with accredited providers
- Maintain relationships with other sectors, SETAs and Quality Councils (QCs)

Goals
- Align training with international best practice
- Assist client organisations in the achievement of EE targets
- Develop the required competencies for client organisations
- Assist client organisations to establish & develop effective HRD practices

1.1.2. Areas of Learning

THE TRAINING PROVIDER will work across different sectors in partnership with our clients. Areas of learning that will be focussed on are:
- Supervisory development
- Management development
- Leadership development
- Supply chain training & development
- Development & implementation of graduate placement and internship programmes

1.1.3. Quality Management Policies & Strategic Plans

All activities of THE TRAINING PROVIDER are governed by best practice quality principles in line with SAQA, SETA and QC requirements & are maintained by a credible QMS in order to achieve its goals in line with its principles. THE TRAINING PROVIDER has implemented its own QMS model relevant to the requirements of the organisation.
THE TRAINING PROVIDER is a profit-generating business and, as such, will develop annual business plans & strategies in order to ensure the long-term success & sustainability of the business.

1.2. Commitment to Learners

THE TRAINING PROVIDER expresses its commitment to learners through provision of:
- Quality training
- Resources

- RPL & Assessments
- Learner support
- Where possible THE TRAINING PROVIDER will work with client companies to assist in providing quality work experience

This commitment is deeply rooted within the principle that the future sustainability of the country depends upon the development of skills, competencies & talent across sectors & levels of employment throughout the South Africa.

1.3.   Practices

1.3.1.   Strategic Business & Operational Plans: Purpose of the Provider

The purpose of THE TRAINING PROVIDER is to: deploy accessible & integrated people & skills development tools to facilitate accessible & meaningful learning.
Strategic initiatives

- THE TRAINING PROVIDER is planning to build relationships with public & private FET colleges by assisting them in developing retail qualifications and short courses

- Assist the WRSETA and other SETAS with development of new learning programmes based on QCTO specifications.

- Offer new learning opportunities to existing clients by introducing *electronic learning methodologies*

- Focus on specialised programmes for graduate placements in various industries

- Increased focus on providing supply chain training and developing programmes

- Enter new areas of learning, namely food and beverage and hospitality

Our learning programmes aims to empower people to unlock their own & team members' potential. These programmes are a catalyst in empowering people to become great leaders by:
- Unlocking their potential
- Retaining their talent
- Nurturing their talent pipeline
- Sustainably developing their leaders
- Aligning staff values to that of the organisation
- Utilising change management to their advantage

1.3.2.   Strategic Business & Operational Plans: Quality Improvements & Sustainability

THE TRAINING PROVIDER commits itself to a process of continuous quality improvements in order to meet the needs of the ever-changing & dynamic skills development environment. The long-term strategy of THE TRAINING PROVIDER is fundamental to the success & growth of the business for the following reasons:
- South African industry is characterised by changing technological advances
- Evolving market trends lead to additional new products & services
- THE TRAINING PROVIDER will offer a variety of skills interventions of the highest quality in the various sectors in which our clients operate
- We will assist clients in addressing the critical lack of skills in key sectors of the economy
- We will work towards assisting clients to offer expanded career opportunities for advancement to new & improved positions within their organizations
- Assist clients with compliance and completion of SETA mandatory and discretionary grants submissions

1.3.3.   Implementation & Availability of Policies

The implementation of these policies will be managed & driven by the partners of THE TRAINING PROVIDER & any associates engaged from to time.

Policies are electronically available on the company's computer network. Hard copies can be printed on request.

1.3.4. Monitoring & Review Mechanisms

These policies & plans are subject to constant monitoring & review based on the changing needs brought about by operational requirements, as a result of moderation or due to changes in skills legislation & SETA/QC requirements. These policies will also be reviewed annually.

1.3.5. Evaluation & Amendment of Policies & Plans

The accuracy & relevance of the QMS policies & plans are critical to maintaining a credible & functional quality assurance system.
It is for that reason that THE TRAINING PROVIDER will ensure that the annual review, as well as ad hoc amendments, is carried out timeously & efficiently.

2. Policy Statements

2.1. Programmes, Course Development & Design, Materials Development

THE TRAINING PROVIDER will use learning programmes that conform to the following key principles. They must, in all cases:

- Be relevant to the needs of the learner, the qualification, the client & the company
- Be consistent in terms in terms of application, assessment & accessibility
- Be aligned to conform with the principles of the NQF
- Programmes are aimed at developing competencies & skills in line with the business goals & HRD strategies of its clients

These programmes will be based on a focussed, structured, template-driven process in order to ensure consistency & quality when designing curricula, learning programmes & materials while complying with ETD best practice in order to cater for the diverse training environment & a variety of delivery methods.

2.2. Learning Services & Responsibilities

THE TRAINING PROVIDER sees itself as a provider of quality & relevant learning to its client companies. THE TRAINING PROVIDER acknowledges its responsibility as a provider of learning to the sectors wherein we work as a whole. It also has the responsibility of maintaining relationships with SETAs, SGBs, other providers & stakeholders.
THE TRAINING PROVIDER in its role as a provider will always act with the highest level of integrity in all its dealings with all stakeholders.

2.3. Learner Support

THE TRAINING PROVIDER will foster an environment that will facilitate accessibility for learners to participate in learning programmes relevant to their job & reasonable learning pathways.
THE TRAINING PROVIDER will endeavour to provide reasonable & professional support to learners on learning programmes. This may take the form of counselling, coaching & mentoring. Where reasonable, a range of materials & learning resources will be available to learners.

2.4. Language of Learning

While recognising the rights of other language speakers, THE TRAINING PROVIDER for reasons of practicality, cost & capacity will use English as the primary language of learning.

2.5. Assessment

THE TRAINING PROVIDER will provide appropriate assessment processes, including moderation, to qualifying learners by means of trained internal assessors or where applicable accredited external assessors and/or moderators. Assessments will in all cases adhere to SAQA principles of fairness & integrity.

2.6. Finances, Fees & Payment Regulations

THE TRAINING PROVIDER will charge client companies for services rendered. There may also be instances where learners may be charged fees in their personal capacity. Fee structures will be considered based on the size, scope & nature of the project.

2.7. Collaboration & Partnerships

THE TRAINING PROVIDER may invite collaboration with appropriate institutions in order to create additional learning opportunities for learners who have embarked on learning programmes. THE TRAINING PROVIDER believes in building networks & alliances with other providers in order to ensure the highest level of subject matter expertise is used & in order to increase capacity when necessary.

2.8. Marketing

THE TRAINING PROVIDER markets its services using appropriate techniques for its business model. The majority of our marketing, however, is based on referral business from satisfied customers.

2.9. Management & Administration

THE TRAINING PROVIDER will implement & maintain processes & systems with the appropriate resources in order to manage & administer the company in line with client & SETA requirements. Processes, systems & quality of work will at all times meet the highest levels of accuracy & integrity within the required deadlines. THE TRAINING PROVIDER will ensure that it is adequately qualified & equipped with the appropriate resources in order to maintain its management & administrative functions. The managing partners will be responsible for ensuring that the management & administration of training meets the required standards & will work in cooperation with the relevant internal stakeholders. The management & administration processes will be open to audit & review.

2.10. Evaluation & Research

THE TRAINING PROVIDER will implement an annual review of the QMS needs to be undertaken in order to evaluate its efficacy.
Appropriate research will be done with regards to establishing norms, best practice, legislative changes & SETA and QC.

2.11. Internal Quality Assurance Mechanisms & Reviews

THE TRAINING PROVIDER will put continuously review the QMS to identify anomalies within the system & rectify these as & when required as & when required.

2.12. Quality Assurance Reviews & Accreditation

THE TRAINING PROVIDER recognises the authority of the SETA and QC to review the Quality Management System & maintain its accreditation status.

3. Quality Assurance

3.1. Policy

THE TRAINING PROVIDER regards a formalised quality assurance system as fundamental to the provision of quality, meaningful training & development & for purposes of achieving & maintaining its status as an accredited provider.
This QMS governs all relationships between THE TRAINING PROVIDER & its stakeholders, both internal & external.

3.1.1. Procedures

Quality assurance in the company

The company has developed a comprehensive quality management system.
All training & development policies & procedures are developed in line with the QMS. All procedures are developed in accordance with the quality management policies.

Quality management & assurance

All training & development policies are developed in line with quality management policies.

Maintaining QMS

The Managing Partners of THE TRAINING PROVIDER are personally responsible for maintaining the QMS. The QMS is an integral part of THE TRAINING PROVIDER' business strategy. At its annual review these policies will be evaluated to determine suitability & amended where & when appropriate. A record of amendments will be recorded in the Amendments Record.

Support for QMS

The Managing Partners support the implementation & management of the QMS.

Service Level Agreements & Contracts

Should service level agreements be entered into with contractors, THE TRAINING PROVIDER will ensure that their practices & services comply with THE TRAINING PROVIDER' Quality Management System policies.

Access, management & distribution of policies

The QMS is electronically available on the company's computer system. THE TRAINING PROVIDER will implement the QMS in all areas related to the provision of skills development services to its clients.

4. Non-Conformance

4.1. Policy

In order to adhere to the strictest quality assurance standards training & development interventions are designed with mechanisms in place to ensure that instances of non-conformance & deviation from the QMS are promptly identified & acted upon.

4.1.1. Procedures

Non-conformance policies

It is the personal responsibility of the Managing Partners of THE TRAINING PROVIDER to be aware of the quality assurance processes & to report & correct any deviations & non-conformances at their level.

ETD practice compliance

The QMS is reviewed annually. Relevant amendments are made at that time & communicated to the relevant stakeholders (unless urgent amendments are required for immediate action).

Complaints from learners & other parties

THE TRAINING PROVIDER considers the assessment & moderation process as the channel by which complaints about learning & learning programmes can be communicated. Given that assessment & moderation do not cater for all learning interventions, the managing Partners welcome & encourage feedback from learners & will act on all feedback as well refer back to the client and/or learner after investigation.

5. Reviews & Audits

5.1. Policy

These policies & plans are subject to constant monitoring & review based on the changing needs brought about by operational requirements, as a result of moderation or due to changes in skills legislation & SETA/QC requirements. These policies will be reviewed at minimum annually by the Managing Partners

5.1.1. Procedures

Compliance of ETD policies

During the annual review QMS policies will be evaluated by means of a formal evaluation document. Any amendments, as a result of the review, will be entered on the Evaluation Document. This Evaluation Document will serve as proof that a review & evaluation has been carried out.

Compliance to legislative requirements

THE TRAINING PROVIDER does not have a formalised skills auditing system, but considers the annual review as an effective mechanism by which to ensure the compliance of policies, practices, procedures, SETA, QC and SAQA requirements. Any changes to legislation that affect the QMS will be acted on immediately.

Partnerships & collaboration with external providers

THE TRAINING PROVIDER will, wherever possible, collaborate with accredited providers. THE TRAINING PROVIDER does not have the capacity to conduct skills audits of external providers, but will rely on the integrity of the accreditation obtained by the provider.

Audits by SETA/QC

THE TRAINING PROVIDER QMS *and LMS* will be open to audit by the SETA/QC & will make available the necessary documentation to the SETA or QC on request.

6. Management of Design, Development & Delivery of Education & Training

6.1. Planning Learning: Research Practices

6.1.1. Policy

THE TRAINING PROVIDER will conduct extensive research in order to ensure that its training material effectively meets the needs of the relevant unit standards & qualifications (where applicable), criteria.
Such research needs to broadly encompass a wide range of organisational elements including, amongst others:

- Skills & professional development
- Succession planning
- Social responsibility initiatives
- The involvement THE TRAINING PROVIDER of as part of building the client company's brand
- Sectoral involvement
- The role of all stakeholders, such as professional bodies, etc.

Research will be conducted on commencement of relevant projects.
Given the different size & scope of client organisations & the cost, the needs analysis plays a critical role in ensuring that training & development needs are met & are achieved within budget.

6.1.2.   Procedures

Resources allocated to research

Research will be conducted using a wide variety of resources including universities, colleges, consultants, internet, libraries, resources & subscriptions to various publications, amongst others. These activities will be internally funded by THE TRAINING PROVIDER.

Training plans & the Workplace Skills Plan

THE TRAINING PROVIDER does not submit a WSP & ATR as we are below the threshold.

Sourcing unit standards to address training needs

Unit Standards are sourced by using the resources of SAQA & relevant SETAS.

Non-unit standard training needs

Organisation specific learning outcomes will be written in the absence of registered unit standards.

Policy review after research

All policies & methods regarding research will be reviewed as needed.

Needs analysis for learning provision

Needs analyses are to be done to ensure that the training & development programmes developed & implemented to assist client organisations in achieving long-term sustainable success.
Learning programmes will only be developed if there is a specific need that has been identified through in-depth analysis. It is the function of the Managing Partners to communicate, on an ongoing basis, with key stakeholders in client organisations to determine changes in business processes.

Needs specifications

Organisational needs are analysed & national & international trends in the sector are monitored to determine whether new programmes are required or changes to existing programmes & courses are necessary. Additional information is derived from feedback provided formally or informally from learners, trainers, line managers, assessors & moderators.

Reporting needs analysis findings

An internal needs-analysis report is conducted by the Managing Partners as & when required.

Referring non-training needs

Identified non-training needs are referred to the relevant operational managers.

Design, development and implementation of E-learning
Policy

E-learning has become ubiquitous and especially so in the wholesale and retail sector. In order to maintain its competitive advantage and in order to offer its clients a range of suitable learning delivery options, it offers e-learning options to its clients who have a need for this type of intervention.

THE TRAINING PROVIDER has embarked on a process to implement e-learning for its clients. This includes both accredited programmes and non-accredited learning interventions. It recognises that currently the SETA has not at this stage provided a regulatory framework for e-learning. For that reason, THE TRAINING PROVIDER will comply with all current quality assurance policies and procedures.

This QMS will be updated at the time when the WRSETA distributes a model and regulations for e-learning. THE TRAINING PROVIDER will use a blended learning approach but the assessment practices will remain entirely the same as conducted in class-based learning.

THE TRAINING PROVIDER will use a recognised software application in order to provide for all the requirements of different curricula types and SETA rules and regulations for learning and assessment practices. The software platform selected by THE TRAINING PROVIDER is xxx. It is a globally recognised application that has been implemented in thousands of sites worldwide.

In all cases, THE TRAINING PROVIDER will ensure that in all areas of e-learning, it will fully comply with all and any e-learning regulatory (including WRSETA) and best practice applications. These will be adapted for all current programmes for which the method of delivery has been changed to an e-learning offering as well as all new learning programmes.
The e-learning offering may include, amongst others:

- *Short courses aligned or not aligned to unit standards (credit and non-credit bearing)*

- *Skills programmes*

- *Learnership programmes*

Procedures and guidelines

Quality Outcomes:

*Learners will acquire **content skills and knowledge** that are:*

- *Knowledge and skills relevant to occupational areas*
- *Transferable between work and learning situations and encourage comptence, thinking and technical skills*
- *Will be aligned to appropriate unit standards and assessment criteria and/or QCTO curriculum requirements*
- *A suitable matrix will be developed to show alignment to the above and location in the content.*
- *Learning will be specific enough to lead to work or further learning opportunities, i.e., content.*
- *Learning content will align itself to given NQF levels*
- *Content will use language levels in line with learners' levels of literacy and numeracy and thereby not present any forms of exclusivity or restrict access to learning.*

The complete learning package *will consist of:*

- *Course description.*
- *Learning objectives.*
- *Assessment and completion requirements.*
- *Information about the instruction methodology both in a contact session and in the electronic content.*
- *Learning/study guides/workbooks/lecture notes and additional learning resources.*
- *Course activities and assignments built into the learning content.*
- *Quizzes and self-assessments to check for understanding.*
- *Access to answers for questions/quizzes to improve understanding*
- *A framework for portfolio development*

6.2. Planning Learning: Target Population Analysis

6.2.1. Policy

The target population to be trained will form an integral part of the preparation work in all projects undertaken by THE TRAINING PROVIDER on behalf of its clients.
THE TRAINING PROVIDER will maintain a database in which training details for each learner will be recorded & maintained.

6.2.2. Procedures

System for recording learner information
All training is recorded into the appropriate database. Learner records are only accessible to permitted end-users.

- *Learner information will also be recorded by means of relevant and SETA compliant learner management systems (LMS).*

- *The integrity and accuracy of learner information on an LMS will be maintained by suitably trained personnel*

- *Access to learner information on an LMS will be password protected and accessible to authorised users only*

Outlining special needs

THE TRAINING PROVIDER has & will maintain a database of the qualifications of any employees if & when required.

6.3. Designing Learning: Learning Programme Design

6.3.1. Policy

All learning programmes will be developed by means of a structured & rigorous process of design. This process will include programme & curriculum design strategies in order to ensure that all learning interventions are in line with the following key principles:

- Alignment with unit standards (where available)
- Access & entry requirements
- Articulation
- Provision & assessments
- Conforms to quality assurance standards
- Learner support
- Career path opportunities
- Provision of quality workplace learning & experience
- Relevance to clients' requirements

The learning programme design process will be conducted by means of a detailed & documented format involving standard criteria based on proven ETD principles & reflecting current best practice.

This process will be managed by THE TRAINING PROVIDER & will apply to all its learning programmes thereby ensuring consistent quality of content & learning provision.

The design of e-learning programmes will incorporate all of the above features using an LMS that affords it the flexibility and credibility required. In the absence of further guidelines THE TRAINING PROVIDER will use an electronic platform that is globally recognised for best practice principles that caters for he features listed above. THE TRAINING PROVIDER has adopted the MOODLE platform one of the best of breed solutions for design and implementation practices for e-learning.

The design processes will be adapted for blended learning approaches. It will incorporate the current unit standard-based curricula and is able to accommodate the introduction of current and future design specifications for QCTO learning methodologies.

6.3.2. Procedures

Integration of specific outcomes or unit standards

Learning programmes may be towards unit standards or may be organisation specific. Learning programmes aligned to unit standards will be towards the achievement of the whole unit standard.

A structured design process for programme development ensures that unit standard alignment conforms to this policy.

Access opportunities & entry requirements

THE TRAINING PROVIDER will foster an environment that will facilitate accessibility to participate in learning programmes relevant to job & reasonable learning pathway.

Articulation with other programmes

Although the majority of learning programmes have a strong vocational link, THE TRAINING PROVIDER recognises the importance of articulation between a range of learning interventions & programmes in order to ensure career development & lifelong learning for learners.

Provision & assessment

A variety of learning styles, training interventions & methods of assessment are catered for which are identified & developed during the programme design phase & articulated within the programme design strategy.

Learning resources

The course developers will determine the resources required during the programme strategy & design phase of the process.

Learner support

THE TRAINING PROVIDER will endeavour to provide reasonable & professional support to learners on learning programmes (where applicable). This may take the form of counselling, coaching or mentoring. Within reason, a range of materials & learning resources will be available to learners. The people providing learner support will be the relevant facilitators, assessors, moderators & managers. The annual review process, feedback from learners, assessors & moderators as well as the moderation process will ensure that learner support complies with the requirement of accountability.

Pathways through programmes

The pathway combinations are determined & developed during the programme & curriculum design phase of the process.

Learning environment

THE TRAINING PROVIDER does not currently have the facilities to present learning interventions on site & will make use of appropriate training venues based on the requirements of the intervention, learner requirements & budgetary implications.
The needs are determined by the nature of the learning programmes & are identified during the programme design phase of the process. OHS (venues need to meet OHS requirements and have a schedule).

Active teaching & learning methods

The Managing Partners oversee, manage & control the teaching & learning process.

Teaching & learning strategies

The Managing Partners will be responsible for ensuring that teaching & learning strategies are implemented. The QMS will ensure that consistency is maintained.

Workplace experience & off-site components

Learning programme design will include a combination of on-site & off-site learning. This combination will be determined during the programme design strategy phase & in consultation with clients, where required. During this phase a process of alignment to unit standards & the best modes of delivery will be determined.

Learning Programme Strategy

A standard format for the design of learning programmes has been formulated.

Course Design & Module Design

The Learning Programme Design Document contains standard criteria, format & design requirements, which must be adhered to in all cases.

Reviewing & approving learning programmes

Learning programme & assessment guides will be formally reviewed on an annual basis. The Managing Partners will be responsible for the annual review, as well as, any ad hoc changes brought about for operational reasons. All learning programme material & content masters will be kept at THE TRAINING PROVIDER offices. The Managing Partners must ensure that all changes are made to the master document & are also responsible for ensuring that the amended training material is distributed & that copies of the old material are disposed of. A record of the annual review & changes & updates affected must be kept with the master document.

Quality of learning programme & course design

In order to maintain the quality of programmes, the managing Partners, as course developers, must use the standard criteria & guidelines contained within the Learning Programme Design Document.

6.4. Designing Learning: Curriculum Design

6.4.1. Policy

THE TRAINING PROVIDER will develop, implement & maintain a standard curriculum design process that will ensure that learning programmes are relevant to the organisation & the sector. Curricula must remain relevant by means of regular reviews & that regular updates are implemented by working closely with the internal & external stakeholders.

6.4.2. Procedures

Elements & format of the curricula

The curriculum design process will be template driven. The template will contain the following elements:

- Unit standard details
- Specific outcomes
- Embedded knowledge
- Applied competence clusters
- Units of knowledge
- Units of skill

- Units of reflexive competence
- Assessment activities
- Learning aids & facilitator details
- Reference materials
- Delivery methods, activities & media
- Time frame

Review the curricula

The Managing Partners must ensure that curricula are kept up to date, accurate & relevant by means of regular communication with stakeholders.

Approval of curricula

The Curriculum Design Document will be approved by the managing Partners.

6.5. Designing Learning: Content Design

6.5.1. Policy

The Managing Partners are responsible for ensuring that new content is developed, updated & maintained in line with the QMS policy & quality standards. All content changes will be made in accordance with the programme & curriculum design criteria. The managing Partners must work closely with internal & external stakeholders in order to stay abreast of the latest developments within their respective fields of expertise. Copyright material will be acknowledged when designing learning programmes. All training material developed for & by THE TRAINING PROVIDER will bear the THE TRAINING PROVIDER copyright.

6.5.2. Procedures

Identifying need to develop new content

The Managing Partners will be responsible for managing the process of identifying the need for new content. This identification will involve regular communication with client organisations, line managers, facilitators, subject matter experts & learners.

Managing learning programme content

Learning programme content will be managed by utilising the Curriculum Design Document in order to determine whether current learning inputs are in line with the knowledge, skills & competencies required. If there is a need to align the learning programme content, the learning programme design templates will be used to ensure that the process conforms to unit standards and/or organisation specific outcomes. This process will be documented in the Learning Programme Design Document & records will be kept in the programme files.

Source recognition

It is the responsibility of the managing partners as course developers to ensure that the appropriate sources are acknowledged.

6.6. Designing Learning: Design Learning Experiences

6.6.1. Policy

THE TRAINING PROVIDER employs a process of curriculum design that is aimed at achieving a balance of theoretical & practical competencies. This is achieved by incorporating the principles of foundational, practical & reflexive competencies as a means of ensuring that workplace learning, assessment & experience achieves the objectives of developing competent & able employees. Wherever possible, learning programmes will be piloted and/or tested before being implemented.

6.6.2. Procedures

Design knowledge & skills units

The curriculum design phase incorporates a structured approach to cater for the interface between skills & *theory.*
THE TRAINING PROVIDER will apply exactly the same procedures in the design of e-learning programmes. In both cases, a matrix showing the units of study and assessment elements will be provided as evidence of alignment.
This is based on the principle that learning programmes must include the following elements:

- Units of knowledge
- Units of skills
- Units of competence

This approach allows for the development of three competencies, namely:

- Foundational competence
- Practical competence
- Reflexive competence

Learners, therefore, will acquire the theoretical inputs, which could be provided both on & off-site in a variety of learning modes. Learners will demonstrate the ability to perform the tasks adequately, which will demonstrate transference of skills to the work & lastly, they are required to demonstrate an understanding of what they have learnt & can do in the context of the principles of critical cross-field outcomes. This approach will be integrated into the Learning Programme Design Document.

Testing & piloting of developed products

Where necessary new products will be tested or piloted with the appropriate audience for which the programme has been developed. The need for a pilot will be identified in the Learning Programme Design Document. Feedback will be provided by the pilot course participants, which may include client operational managers, subject matter experts & other suitably qualified persons.
The course feedback will be used to evaluate whether the programme objectives have been achieved. The programme manager and/or course developer may make amendments to the content. All feedback, including evaluation sheets from learners, will be stored in the programme file. Adjustments to the Learning Programme Design Document will need to be made where necessary.

6.7. Implementation of Learning

6.7.1. Policy

The Managing Partners are directly & solely responsible for implementing learning programmes according to client needs.
Design of learning programmes, provision & assessment must include the needs of off-site learning & learners. This must ensure that all aspects of quality in respect of facilitation, assessment, moderation & RPL apply in all off-site environments as it would in on-site environments. This includes preparing & managing off-site employers & environments to ensure that they provide learner support in the form of work experience & access to subject matter experts, resources & materials for workplace practice & learning.

All off-site learning & learner support requirements must be documented in the SLA so all parties, including learners, clearly know what is required.

6.7.2. Procedures

Implementation methods

The Managing Partners will work with learners & or clients to devise & implement the learning programmes. Implementation of e-learning interventions will be by agreement with clients.
Once agreed on between the parties, the following steps will take place depending on the learning choices made, that is, traditional contact learning or e-learning, or a combination of both:

1. *Identify and/or allocate trainers/facilitators. In a blended approach, required contact sessions must be identified and capacity and availability of facilitators to be idenitified.*

2. *Train trainers/facilitators (if required in the client organization)*

3. *Develop training schedules. Training via e-learning schedules will be included in the LMS.*

4. *THE TRAINING PROVIDER to produce & provide course material. This includes content in an e-learning context as well.*

5. *Provide post-implementation feedback to all stakeholders.*

6. *E-learning conditions and implementation procedures will be documented in an SLA and will act as the final agreement upon which the programme will be conducted.*

7. *Any changes to clauses in the SLA will be by agreement between the parties and amendements made to the SLA.*

8. *THE TRAINING PROVIDER will ensure that the client's software and hardware are compatible with the LMS. These are to be identified during the consultation phase with the client. This includes ensuring that a reliable Internet connection is available.*

9. *E-learning programmes will be conducted by means of a prior agreed upon roll-out plan and will take into account the client's IT requirements.*

10. *THE TRAINING PROVIDER will at all times ensure that the client's needs for maintaining the security feature of its networks.*

11. *THE TRAINING PROVIDER and the client will agree to a roll-out plan that will include the blended learning interventions as well as scheduled completion dates for all learning activities and assessment interventions.*

12. *These will be tracked and recorded by the LMS. THE TRAINING PROVIDER will supply training records as agreed upon with the client in terms of needs and frequency.*

ETD staff involved in implementation

Directors will determine the most suitable Account Managers to manage the process. The Account Managers will determine the most suitable persons to be utilised as facilitators.

6.8. Learner Guidance

6.8.1. Policy

Guidance to the learner about learning programmes will be detailed in the introductory phase of the learning programme. Such information may include:

- Entry requirements (where applicable)
- Pre-assessment information (when & where applicable)
- RPL opportunities (when & where applicable)
- Assessment information
- Learner obligations regarding workplace learning, off-site instruction & home study

E-learning interventions will make allowance for a range of learner support. These include online (electronic) support using the LMS, phone technology, a help line and or emails. The learner support available will be embedded in the programme in the introduction phase.

6.8.2.   Procedures

Learner support

Learner support will be applicable to the intervention & the needs of the client organisation. Wherever possible the RPL process will be used as a foundation upon which to build learner support.

Learning programme entry requirements will be included in the Learning Programme Design Document. Details of entry requirements are available to learners from THE TRAINING PROVIDER or the client organisation.

Pre-assessment information will be included in the programme material, which is available to learners.

6.9.   Learner Entry: Learning Contracts & Agreements

6.9.1.   Policy

Learning contracts & agreements will be determined by the needs of the client organisation & the learning programmes. THE TRAINING PROVIDER reserves the right to change this policy at its discretion at any time.

6.9.2.   Procedures

Learner agreements

Parties involved in learning agreements include:

- The learner
- The company
- External training providers (if applicable)
- Guardian of learner (if a minor)

Learner agreements are recorded in contracts specifically designed for this purpose. Access to these contracts is limited to authorised persons. Conditions of learning contracts are determined by a number of parties. Including:

- The company and/or client
- The SETA
- Professional bodies (where applicable)
- Legislative requirements

Reporting learner agreements to the SETA

Learnership agreements will be sent to the WRSETA as per its requirements.

6.10.   Evaluation of Learning Intervention

6.10.1.   Policy

THE TRAINING PROVIDER regards the evaluation of learning interventions as an important means of determining the effectiveness of learning programmes.

Evaluation further determines whether learning objectives have been met & whether training is relevant to the workplace.

6.10.2.   Procedures

Methods for evaluating learning programmes

Learning programmes will be evaluated by means of feedback to the Managing Partners, facilitators, subject matter experts, line managers & learners. Feedback can be provided verbally, however, feedback in written format is preferred. Where written feedback is received, it will be stored in the learning programme file.

Feedback will be used by THE TRAINING PROVIDER to monitor that training is relevant & that learning objectives are achieved.

The evaluation of e-learning programmes will include the content and efficacy of the assessment tools and methodology as well as the electronic delivery capability of the LMS.

For this purpose the LMS will include specific feedback opportunities and these will be submitted electronically to THE TRAINING PROVIDER and the client. The LMS system will record all feedback in a sub-data base for review and discussion between the training provider and the client.

Evaluation of delivery

THE TRAINING PROVIDER will evaluate the content, applicability, level, material, & facilitators of learning programmes & use the assessment process as a means determining whether transfer of learning has taken place.

Workplace evaluation

The primary means of determining whether a transfer of learning has been effective is by means of the assessment process.

Regular feedback from line managers, assessors, moderators & facilitators will also be used as a barometer of transference of learning.

Measuring learner achievements

Learner achievements will form part of evaluation processes. THE TRAINING PROVIDER will also liaise with client organisations to ensure that learner achievements, wherever possible, are effectively measured.

Evaluating strengths & shortcomings of learning events

The regular feedback provided by stakeholders will serve as the basis for determining whether learning programmes need to be adjusted in order to meet organisational needs.

Reporting evaluation findings

Documentation on evaluation & feedback will be stored in learning programme files.

7.   Assessment

7.1.   Assessment Policy

THE TRAINING PROVIDER is fully committed to the principles of assessment as embodied in the NQF. Assessment forms an integral part of training & development programmes developed by or for & on behalf of its clients & delivered by THE TRAINING PROVIDER. Because the majority of training is vocationally based, assessment plays a critical role in ensuring competence & achieving the business strategies of THE TRAINING PROVIDER & its client organisations.

This policy covers all forms of learning programmes: traditional and electronic learning formats. In all cases the principles of fair and authentic assessment and relevant NQF requirements, will apply. (See below). It is also recognised that in the absence of a WRSETA approach and guidelines on assessment practices, the current policies and procedures in all its forms will apply. This will conform in total to the provisions of the provider accreditation agreement regarding assessments and the conditions attached to the programme accreditation and roll-out plans for respective learning programmes

7.2.   Assessment Methods Policy

Pre-assessment is regarded as an important element in the overall assessment process in line with the principles of transparency & fairness. Pre-assessment will take a variety of forms, but will mainly occur in the client's workplace between the learner & assessor & is aimed at ensuring that the learner understands the process & the subject matter he/she is going to be assessed on. Evidence of pre-assessment will be formally documented.

Formative assessments are built into learning programmes & are administered during the course of the learning programme by means of a variety of assessment instruments suitable to the subject matter. The role of formative assessments is to assess learner progress & as a tool to coach the learner towards completion of the learning programme & attainment of the Unit Standards. Evidence of formative assessments will be formally documented.

Summative and/or integrated assessments will take place during and at the end of learning programmes. The purpose of the summative/integrated assessment is to measure whether the learner has successfully achieved all the requirements of the specified outcomes & has gained vocational competence. Evidence of summative/integrated assessments will be formally documented.

Post-assessment feedback will take place after assessments. The aim is to provide feedback to the learner regarding the result of the assessment. The learner will be advised of the outcomes of the assessment & offered coaching & further support for those outcomes not yet achieved. The assessor & the learner will reach agreement on the result of the assessment, which will be formally documented.

Prior learning will be recognised by utilising the formalised assessment methods & processes & will be regarded as the primary means of determining whether employees meet the required level of competence.

Assessments will be conducted by registered assessors using a variety of assessment methods. However, depending on the size & scope of client organisations it may be necessary to utilise suitably trained persons to assist the assessors in the collection of evidence.

E-learning assessments of all types will be under the guidance and supervision of registered assessors using the principles and practices of fair and authentic assessment policies and procedures as well as the policies of the ETQA.

Critical cross-field outcomes, or reflexive competence, will be built into the assessment guide design & will form an integral part of measuring employee competence.

7.3. Recognition of Prior Learning

7.3.1. Policy

THE TRAINING PROVIDER will assist learners (where applicable & possible) to formally gain recognition for this learning by means of strategically aimed RPL initiatives. Previous learning will be assessed against unit standards towards qualifications.

THE TRAINING PROVIDER will be accountable for the development & driving of RPL processes for its own accredited programmes

THE TRAINING PROVIDER will ensure that RPL procedures and application will conform to current WSETA policies and procedures and where SETAs have toolkits, processes will be aligned as such.

The advisement of the learner is a crucial part of the RPL process by which the learner will be adequately prepared for assessment & made aware of his/her roles & responsibilities.

7.3.2. Procedures

Organisation approach

The approach to RPL will be dependent on the needs, size, scope & nature of the client organisation. Employees will be assessed against existing unit standards towards the achievement of registered qualifications.

Assessments will be conducted by assessors in line with the assessment policies & practices.

Roles & responsibilities of parties involved in the RPL process

The Managing Partners or suitable qualified individuals appointed for the task by THE TRAINING PROVIDER will be responsible for driving the RPL process. Line managers of the respective clients can assist in the implementation of the RPL process by identifying employees for assessment & assisting in the gathering of assessment evidence to be assessed by the assessor.

Learners will be responsible for preparing themselves for assessment & making themselves available to be assessed.

7.4. Assessors

7.4.1. Policy

All assessors must be subject matter experts with the relevant experience in their area of assessment.

THE TRAINING PROVIDER will be responsible for ensuring that assessors appointed to assist with assessments have met all requirements for registration with a relevant ETQA.

THE TRAINING PROVIDER will ensure that its assessors are equipped and trained to conduct assessments when engaged with e-learning programmes.

The recording & currency of assessor qualifications will be kept on record. THE TRAINING PROVIDER will however remain overall accountable for ensuring that the assessment objectives are achieved & that they

conform to ETQA requirements. Where no internal subject matter experts are available in a specific learning field, THE TRAINING PROVIDER will contract suitably qualified & registered external assessors.

7.4.2. Procedures

Assessor requirements

Assessors must have the relevant subject matter expertise & experience in order to qualify as an assessor. The moderation process will be utilised to control assessors & the assessment process.

Assessor training

THE TRAINING PROVIDER will ensure that assessors are kept up to date with trends & developments in assessment. Should there be any major developments that require training or retraining of assessors this will be implemented forthwith.

Assessor registration

THE TRAINING PROVIDER will ensure that assessors are registered with the relevant SETA/QC and will liaise with the SETA/QC to ensure that the processes have been completed as required.

Responsibilities

The Managing Partners will manage & be held accountable for all matters related to the assessment processes.

Managing external assessors

Where internal assessors do not have the necessary subject matter expertise, external assessors will be utilised.
Only registered external assessors will be used & this accreditation and/or registration will be verified by the Managing Partners.
Contracts of agreement will be concluded with external assessors detailing:

🔹 Terms & conditions of the agreement

🔹 Unit standards for which the assessor is contracted

7.5. Moderators

7.5.1. Policy

Moderators will play a key role in ensuring that the quality of assessment is maintained & will be selected from the pool of registered moderators on the basis of suitable competencies & experience. All moderators must be accredited & registered with relevant SETA or QC.
All moderation will be in line with procedures & practices. In the event where external moderators, the relevant director will be responsible for ensuring that moderation practices are adhered to.

7.5.2. Procedures

Moderator criteria & selection

External moderators will be identified & selected from the existing pool of qualified & registered moderators.

Moderation process

Internal moderation processes will be established by applying best operating practices & the guidelines received from the ETQA.
External moderation will only be utilised when no internal moderators have the subject matter expertise to moderate an assessment.

Moderator training

Moderator training will be organised using accredited training providers. When applicable, THE TRAINING PROVIDER will ensure that moderators are kept up to date with trends & developments in assessment & moderation.

External moderation

Where internal moderators do not have the necessary subject matter expertise, external moderators will be utilised. Only registered external moderators will be used & this registration will be verified by THE TRAINING PROVIDER.

Responsibilities & accountabilities

Moderators will be responsible for the moderation of the assessment process. THE TRAINING PROVIDER is committed to applying best operating practices in the moderation process.

7.6. Learners

7.6.1. Policy

THE TRAINING PROVIDER expects every learner placed on learning programmes to accept his/her responsibility as a learner.

Learner roles & responsibilities are incorporated during learning programme design & forms part of the programme material, which is made available to every learner.

THE TRAINING PROVIDER recognises that certain assessments may be conducted outside of the workplace & will liaise with its clients as to the required time off if this necessary.

THE TRAINING PROVIDER will adapt its policies to meet any changes in SETA/QC requirements as directed from time to time by WRSETA.

7.6.2. Procedures

THE TRAINING PROVIDER undertakes to work with its clients in ensuring the following assessments practices are adhered to:

- Learners will approach their facilitator or manager when they are ready to be assessed against a unit standard.
- Managers will assist assessors in the gathering of evidence prior to the assessment & in ensuring that the learner is ready for assessment.
- Facilitators or Managers will contact the relevant assessor to schedule an assessment.
- Learners must take responsibility for their own learning and, therefore, before approaching their manager learners must ensure that they have complied with all the requirements for assessment against the relevant unit standard.
- *E-learning procedures include the completion of all required learning content and formative assessments. The learner will be able to ascertain readiness for assessment by means of the progress tracking facility.*
- *In order to conform to standards for authenticity, learners may be required to complete certain formative and summative assessments in a central venue under the supervision of an invigilator/facilitator.*
- *THE TRAINING PROVIDER will ensure that clients are informed of the assessment requirements (equipment, venues, schedules) during the consultation phase in order to ensure cooperation and understanding of the assessment requirements prior to implementation.*
- *THE TRAINING PROVIDER will implement a process of assessment guidelines, scheduling, suitable feedback system to learners and the company and a facility for recording and storing of assessment results in a database.*
- *THE TRAINING PROVIDER will ensure that all reports required by the SETA will be provided and as required.*
- *THE TRAINING PROVIDER will collaborate with the WRSETA (in the absence of a WRSETA policy and guidelines for e-learning) in terms of ensuring the acceptability of the e-learning assessment methodology prior to implementation of the programme.*
- *THE TRAINING PROVIDER will continue to capture and report on learner progress using the WRSETA Indicium system as per past practices.*

Learners assessed outside their current place of work

Learners that will be assessed outside their current workplace will receive the necessary support & time off as required. Such assessments must be against unit standards & towards qualifications. These assessments must also be conducted by registered assessors.

- *E-learning programmes that require workplace assessments such as observations will continue to do so but under the required supervision of a assessor.*
- *In the event of assessments by means of <u>simulations,</u> these may be conducted online. But under the supervision of a competent assessor applying accepted examination procedures*

Learners assessed on non-sectoral aspects

There may be learners that will be assessed on non-sectoral aspects. All assessment & moderation policies, processes & procedures will apply to these assessments. Assessors & moderators with the relevant subject matter expertise will be trained & registered to assess in these fields.

Learner roles & responsibilities

Learners must take responsibility for their own learning. Prior to assessment learners must make sure that they are prepared for assessment.

Learners must approach their facilitator or manager when they are ready to be assessed. Learners will complete the readiness for assessment document and co-sign with the assessor.

Learners must use the LMS assessment facility to confirm readiness for assessment. Learners will also be required to complete the readiness for assessment documents on the system, print these, sign and forward these to the appointed assessor for further processing.

During assessment learners must ensure that they are prepared & aware of the time & venue for their assessment.

Where logbooks/portfolios of evidence are required, learners are responsible for their own work. THE TRAINING PROVIDER and/or its clients will maintain copies of evidence but originals of certificates & unit standards achieved will be given to the learner.

E-learning programmes will include the completion of physical logbooks/portfolios. All electronic evidence will be downloaded and printed for insertion into a logbook/portfolio file. Assessors will assess the content and complete all requirements. This practice will continue until such time as new regulations stipulate alternatives.

7.7. Assessment Admin: Learner Support

7.7.1. Policy

The success of assessment is dependent on the support provided for the learner. With this in mind, THE TRAINING PROVIDER will assist & support clients to ensure that structured learner support is available to learners before, during & after assessment.

Learner support for assessment will be incorporated in learning programmes & will be available to the learner.

7.7.2. Procedures

Entry & exit to a programme

The identification of learners for training is the responsibility of the client & THE TRAINING PROVIDER for its own learners, when & if required.

E-learning access will be conducted using the LMS programme registration facility provided. Learners will use a user name and password to gain access.

Learners will not be allowed to reveal user name and password details to others.

Changes to user name and passwords will be made using the LMS facility for this purpose.

THE TRAINING PROVIDER will manage user access and provide a help facility in the event that learners forget their access details.

During a learning intervention & in the workplace

Learner support forms an integral part of all training & learning programmes implemented by THE TRAINING PROVIDER. Learner support mechanisms will be detailed in programme files & with the level & type of support available to the learner, as well as how to access this support.

7.8. Assessment Admin: Assessment Evidence Storage

7.8.1. Policy

Evidence of assessment & learner competence will be captured on completion of an assessment. Original assessment documentation will be stored either according to a client's practices with copies retained by THE TRAINING PROVIDER. Or, in the event that these learners are registered with THE TRAINING PROVIDER, these records will be kept by THE TRAINING PROVIDER with copies made available to the learners.

Learners on specific learning programmes will be responsible for maintaining their own portfolios of evidence & keeping these in good condition.

THE TRAINING PROVIDER will provide adequate facilities for document storage.

7.8.2. Procedures

Type of evidence to be stored

The type of evidence required will be determined by:

- The learner programme
- The unit standard being assessed
- The nature of the assessment

Storage of information

Electronic copies of assessment records of THE TRAINING PROVIDER' learners will be captured into an appropriate learner management system/database. The assessor will submit a written copy of the assessment record for filing & data capturing purposes. In the case of logbooks/Portfolios of Evidence, the above procedures will apply; however, an additional hard copy will be filed in the learner's Portfolio of Evidence by the learner.

Assessment records will be stored for a period of not less than 5 years. THE TRAINING PROVIDER will assist its clients to maintain assessment records as per their own system & procedures, should such assistance be required.

THE TRAINING PROVIDER will provide and manage a suitable database facility for storing and accessing learner records. This may include a combination of storage of hard copies, such as process documents, logbooks/portfolios in a secure facility

7.9. Assessment Admin: Assessment Reporting

7.9.1. Policy

Assessment results will be communicated to the learner and, if required, his/her manager by the assessor. All reporting requirements & processes are included in the learner guides.

All assessment outcomes will be captured electronically in the NLRD format & communicated to the SETA/QC.

7.9.2. Procedures

Assessor reporting

Assessors will give feedback to the learner's manager (where required) regarding the result of the assessment. The assessor must indicate the result of the assessment & suggest any action required should the learner not be found competent.

Reporting assessment results to the learner

Assessors will report results to the learner verbally & confirm them in writing.

Reporting assessment results to the SETA/QC.

Learner results will be communicated to the SETA/QC either by the client or by THE TRAINING PROVIDER in the event of its own learners.

THE TRAINING PROVIDER will include an electronic assessor reporting system.

THE TRAINING PROVIDER will communicate assessment results to SETA/QC as per current practices

7.10.   Assessment Admin: Assessment Guides

7.10.1.   Policy

THE TRAINING PROVIDER undertakes to develop, maintain & customise assessment guides as required. Adequate security measures will be applied with respect to assessment guides to ensure confidentiality. *Assessment guides will identify electronic forms of assessment.*
To ensure consistency & conformance assessors may only conduct assessment using official assessment guides.

7.10.2.   Procedures

Ordering of assessment guides

Assessment guides will be stored & controlled centrally.
Master assessment guides for all assessments will be stored with the relevant programme files.
The movement of assessment guides will be controlled & documented on the Assessment Guide Master Control Document. This document will detail any edits, changes, amendments or updates to assessment guides & their chronology.

Access to assessment guides

Access to assessment guides will be restricted to:
- The Managing Partners of THE TRAINING PROVIDER
- Assessors
- Moderators
- Any other persons deemed appropriate by THE TRAINING PROVIDER

Responsibility for assessment guides

THE TRAINING PROVIDER undertakes to edit, change, & amendment or updates assessment guides which must be indicated in the Assessment Guide Master Control Document.

Non-conformance in use of assessment guides

Assessors must familiarize themselves in the use of the assessment guides. The moderation process will be utilised to manage non-conformances.

7.11.   Moderation

7.11.1.   Policy

Moderation will be the process whereby the organisation conforms to 5 key principles of the NQF. Namely:
- Authenticity
- Validity
- Reliability
- Sufficiency
- Currency

The moderation policy will be implemented to ensure that assessment is conducted in a consistent, accurate & well-designed manner & will be available to all learners, assessors & other relevant parties.

7.11.2.   Procedures

Internal moderation

Internal moderation systems will be designed by the Managing Partners & implemented by the moderators. The moderation process will be used to moderate the assessment process & ensure that the process is fair & just & that all results are authentic, valid, reliable, sufficient & current. Best operating practices will be applied regarding the frequency of moderation.
Internal & external verification processes will be put in place to verify the moderation system. The SETA/QC will evaluate the efficacy of the moderation system.

External moderation

External moderation will be utilised in instances where THE TRAINING PROVIDER does not have the necessary resources to utilise the internal moderation processes. Only registered moderators from accredited training providers will be used.

7.12. Assessment Planning & Counselling

7.12.1. Policy

Where applicable, unit standards are included in the assessment guides. All assessors will be trained in the use of assessment guides. Assessment schedules will form part of the curriculum development. All administration relative to assessment will be dealt with in line with the procedures & processes.

7.12.2. Procedures

Knowledge of the Unit Standard

Assessors will be trained in the interpretation of unit standards & assessment criteria as well as the use of assessment guides.

Planning the assessment

The learner initiates assessments when he/she is ready to be assessed. Assessors will plan assessments with the learner in order to ensure a smooth process.
The timing of assessment is determined by the following factors:

- Learners preparation
- Assessors availability
- Operational considerations

Counselling after assessment

Should the learner be determined not yet competent, counselling will be provided by the assessor and/or manager.

Relationship with performance management

THE TRAINING PROVIDER does not have a formalised Performance Management System.

Completing administrative requirements

Learner administration after assessment will be completed by the assessor. The assessor will submit a written copy of the assessment record for filing & data capturing purposes.

7.13. Re-Assessment

7.13.1. Policy

If a learner is deemed not yet competent he or she may be re-assessed 3 times. The outcome of non-competence will be determined by the nature of employment & learning.

7.13.2. Procedures

Parties involved

All parties involved in the assessment process will be involved in the re-assessment. Re-assessment will follow the same processes & procedures as an initial assessment.

7.14. Assessment Appeals

7.14.1. Policy

All internal appeals will first be referred to an internal moderator, (or failing that, an appointed external moderator). The learner will have the right to appeal an internal moderation decision. All appeal procedures will be documented & will be communicated to the learner by means of the Moderation Outcome Document.

7.14.2. Procedures

Instances of appeal

Reviews & appeals will be controlled by the moderation process. Learners can appeal the result of the assessment process if they feel that the result is unfair.
The prerequisites for appeal will be included in all programme manuals.

Lodging the appeal

Assessment appeals must be communicated in writing to THE TRAINING PROVIDER who will appoint another moderator to adjudicate.

8. Administrative Management

8.1. Document Storage

8.1.1. Policy

All learning material is centrally controlled by THE TRAINING PROVIDER to ensure that quality standards of training documentation are monitored & maintained & that a consistent supply is readily available.

8.1.2. Procedure

Learning programme document & data control

Access to Master Documents will be restricted to the Managing Partners. The movement of documents will be controlled & documented on the Programme Master Control Document. This document will detail any edits, changes, amendments or updates to learning programmes & their chronology.

Data storage system

Master documents will be stored in both electronic & hardcopy formats.

8.2. Storage of learner data

8.2.1. Policy

THE TRAINING PROVIDER will maintain accurate learner information by utilising appropriate databases.
THE TRAINING PROVIDER will maintain appropriate procedures for transmitting learner information to relevant external stakeholders. Learner information & records will be stored for a period of not less than 5 years.
The confidentiality of learner information will be protected & only authorised users will be allowed access to such information.

8.2.2. Procedures

Compiling learner information

This information will include, amongst others:
- Current qualifications
- Training completed
- Assessments completed

- Unit standards completed
- Qualifications completed

As learners earn unit standards, certificates or qualifications, the appropriate certified hard copies will be filed & stored. Only authorised end-users will be permitted to capture or modify data.

Learner application & registration record keeping

THE TRAINING PROVIDER will ensure that when dealing with a client organization, suitable learners have been nominated for training by their managers. In the case of THE TRAINING PROVIDER' own learners, it will ensure that suitable learners are selected to participate in learning programmes.

Learner application for assessments

Requests for assessments must be submitted to relevant managers in client organizations or to a THE TRAINING PROVIDER managing Partner for assessment to commence.

Storing assessment evidence

The assessor will submit a written copy of the assessment record for filing & data capturing purposes. A hard copy will be provided to clients for storage in line with their systems. Where Portfolios of Evidence exist, the above procedures will apply, however, an additional hard copy will be filed in the learner's Portfolio of Evidence.

- Account Managers
- Moderators

Confidentiality of evidence

Learner information & assessment records will be kept confidential. Only authorised personnel will be allowed access to the information. These records will be maintained & for the entire period the learner is employed with the company after which it will be archived.

8.3.   Mandatory Documents

8.3.1.   Policy

THE TRAINING PROVIDER will maintain a database of all master documents relating to:
- Learning programmes
- Skills programmes
- Learning programme strategy
- Assessment guides
- Unit standards
- Assessment records
- Learning contracts & agreements

8.3.2.   Procedures

Mandatory documents

The master copies of the following documents will be stored:
- Learning programmes
- Skills programmes
- Learning programme strategy
- Assessment guides
- Unit standards
- Assessment records
- Learning contracts & agreements

Master copies will be designated as such with the wording "Master Document". On the inside cover of each master document, a Master Control Document will be affixed, which will act as a control record of all amendments, changes, updates & annotations.

8.4. Learner Support

8.4.1. Policy

THE TRAINING PROVIDER will endeavour to provide reasonable & professional support to its learners on learning programmes. This may take the form of counselling, coaching & mentoring utilising a range of materials & learning resources, where these are reasonably available to the learners.

8.4.2. Procedures

Learner progress

In the majority of cases where off-the-job training takes place learners are provided with direction & information for them to complete the requirements of the relevant learning programmes. This information may be documented and/or communicated verbally by the facilitator.

Learning facilitator & assessor

It is the role of the facilitator to facilitate the process & to provide support to the learner by means of pre & post course communications. Facilitator Guides provide support information to the facilitator & details of post course requirements. Assessor roles are documented in the Assessor Guides. The role of the assessor is explained before the assessment process commences.

8.5. Learner Withdrawal

8.5.1. Policy

Learners will be allowed to withdraw from learning programmes at their own discretion & will need to provide a fair reason for doing so. Withdrawal from programmes & courses in which the learner may have contractual obligations could result in the repayment of fees as per the conditions of the contract. The written documentation detailing the circumstances of learner withdrawal will be completed & retained in the employee's personnel file.

8.5.2. Procedures

Documentation & administration requirements

Learners will need to provide a written motivation to withdraw from a course or programme.

8.6. Logistics

8.6.1. Policy

THE TRAINING PROVIDER will schedule training interventions with its clients in line with the client's operational requirements. In the case of THE TRAINING PROVIDER having its own learners, this will be organized by the relevant Managing Partner or appointed facilitator. The arrangement of facilities & equipment is the responsibility of the designated facilitators.

8.6.2. Procedures

Arranging training facilities, equipment & resources

Facilitators must reserve training rooms & equipment timeously. External venues must comply with THE TRAINING PROVIDER or client requirements. THE TRAINING PROVIDER must be obtained & the necessary authorizations must be given before confirming venues. The authorized signing authority must sign booking confirmations. In the event that facilities & venues will be for the client's account, then THE TRAINING PROVIDER must liaise with the client to ensure that all arrangements are timeously & satisfactorily arranged.

8.7. Facilities & Equipment

8.7.1. Policy

THE TRAINING PROVIDER will determine what resources & facilities are required for the implementation of specific training programmes & will make arrangements to procure or hire these as may be required.

8.7.2. Procedures

Resource, materials & equipment management

The allocation & upgrade of training resources & equipment must be evaluated on a planned basis. This must be done when compiling the business plans for the new financial year.

8.8. Contracts & Agreements between Provider & Outsourced Partners & Suppliers

8.8.1. Policy

THE TRAINING PROVIDER actively pursues collaboration with appropriate institutions in order to create additional opportunities for developing professional expertise. Such collaboration includes collaboration with professional bodies, universities, government departments & FET colleges, amongst others.

8.8.2. Procedures

Partnerships

Any partnerships entered into by THE TRAINING PROVIDER shall be accompanied by a SLA or MOU that clearly details the partnership relationship. Such agreements may only be entered into by the managing Partners of THE TRAINING PROVIDER.

8.9. Provider Reports

8.9.1. Policy

Where this is required THE TRAINING PROVIDER will provide its client organizations with accurate reports on the following:
- Assessment & assessment results
- Assessment role players
- Moderation details
- Progress reports

8.9.2. Procedures

Recommendation reports

The Managing Partners of THE TRAINING PROVIDER are responsible for identifying trends in assessment & learning delivery by means of a variety of mechanisms. These will include, inter alia, WRSETA information, assessment feedback, moderation feedback, publications & attending meetings & conferences

Cost & benefits of learning

The costs & benefits of learning will be assessed on an informal basis based on information provided by a wide range of internal & external stakeholders. This could form the basis for making changes to learning interventions, if deemed necessary.

8.10. Learner Certification

8.10.1. Policy

Learners will be certified in line with the SETA/QC & SAQA requirements.

8.10.2. Procedures

Internal certification

In selected instances, certificates may be offered on completion of non-unit standard & non-credit bearing courses & programmes. Certificates are produced & distributed by THE TRAINING PROVIDER only. Proof of learning must be entered on the Learning Completion Document. This document must be stored in the learning programme files.

SETA/QC certification

Certificates produced by THE TRAINING PROVIDER & which may require SETA/QC certification will comply with all requirements established by the SETA/QC.

Certificate control mechanism

Hard copies of all certificates issued will be stored in the learner's personnel file. A Managing Member of THE TRAINING PROVIDER will sign & authorize such certificates. Access to blank certificates will be restricted. The issue of certificates must be controlled on the Certificate Distribution Register kept in the programme file. The original, signed certificate will be sent to the learner.

9. Staff Selection, Appraisal & Development

9.1. Staff Criteria & Appointment

9.1.1. Policy

In order to achieve its goal of providing quality training & development THE TRAINING PROVIDER will ensure it has sufficient trainers, facilitators, assessors & moderators with the appropriate subject matter & ETD expertise.
THE TRAINING PROVIDER will endeavour to appoint suitably qualified persons provided they meet the requirements of subject matter experience & ETD expertise. In the event that THE TRAINING PROVIDER employs additional staff, such internal appointments will be made in line with the above condition & with due regard to employment equity requirements.

9.1.2. Criteria

Facilitators, Assessors & Internal Moderators

The criteria for selecting facilitators, assessors & internal moderators are:

- Facilitators must:
  - Be subject matter experts
  - Have the necessary training skills
  - Be trained in OBET methodologies
  - Must be conversant with Skills Development Act & related legislation, skills development processes, including a solid understanding of the principles of the NQF & SAQA & related structures

- Assessors must:
  - Be subject matter experts;
  - Have undergone the relevant training;
  - Have been registered with SETA/QC;
  - Have a good understanding of OBE, NQF & SAQA principles.

- Moderators must:
  - Have undergone the relevant training;
  - Have been registered with a SETA;
  - Have proven ETD expertise.

The process of selecting a facilitator will start with the compilation of a Job Specification Document. If an approved candidate is selected this person will be provided with the required training & further development for the position, if required.

9.2. Staff Development

9.2.1. Policy

Development of ETD staff forms an integral part of the delivery of training & is incorporated into the Workplace Skills Plan. THE TRAINING PROVIDER recognises the importance of the professional development of all ETD staff & will upgrade their expertise by exposing them to the latest technologies & ETD practices.

9.2.2. Procedures

Staff development

THE TRAINING PROVIDER will determine what development needs must be planned for annually at the time of compiling the Workplace Skills Plan.

Requests from employees for further development are sent to a director of THE TRAINING PROVIDER for approval & implementation.

A THE TRAINING PROVIDER director is responsible for monitoring the implementation of development plans & will follow up to monitor whether the necessary record keeping has been done in line with procedures.

9.3. Staff Evaluation

9.3.1. Policy

THE TRAINING PROVIDER utilises an informal approach to evaluate the effectiveness of trainers, facilitators & assessors. This approach is used to determine if further development of ETD staff is required.

9.3.2. Procedures

Evaluation of assessors

THE TRAINING PROVIDER utilises the moderation process as a means of evaluating the competence of assessors. A Managing Partner will follow up & evaluate the moderation results & will discuss these with the assessors & both shall agree on any corrective measures if these should be necessary.

Evaluation of facilitators

A director will evaluate the success of facilitators by means of regular feedback from both internal & external stakeholders.

Appendix 4 : Example of a program strategy document with amendments for e-learning

1. Overview

Programme Name	National Certificate: Wholesale and Retail Operations Supervision
Programme description	This certificate programme is aimed at combining a theoretical learning base with practical workplace application and experience in a wholesale and retail setting.
Programme purpose	This qualification provides a learning pathway that supports a career in the wholesale and retail arena and furthermore allows for practical career path opportunities within an organisation. This certificate equips learners to understand the key principles of supervision and/or junior management and team leadership within the W&R sector. This certificate aims to build capacity and improve skills at lower management levels in the sector, thereby ensuring the development of competence and improved chances of employability and career progression. This qualification is aimed at assisting the sector in addressing the skills shortages thereby offering numerous employment opportunities for currently unemployed individuals, as well as currently employed persons seeking to improve their career prospects in a W&R organisation.
Entry level requirements	• Learners starting to access this qualification must demonstrate competence against the relevant numeracy and first language literacy standards at NQF Level 3, either through a previous qualification or through the process of RPL which assess workplace-based experiential learning. • Matric
Proposed target group	• Available to employees who meet the required entry level requirements • New employees who have been placed in this qualification. • Persons currently employed in other sectors who have a matric qualification and wish to follow a career in the W&R sector • Persons with a tertiary qualification • Persons who have applied to study a retail qualification at a University of Technology but do not qualify due to not meeting the subject requirements • Unemployed persons who have a matric qualification

Programme articulation	• This qualification with articulate both horizontally and vertically with registered qualifications in the fields of management, human resource management, business management and general management.
	
	• This qualification also articulates specifically with the National Diploma: Retail Business Management programme provided learners achieve the following results:
	  ▪ English/business communication subjects at NQF level 4 with a minimum pass of 50%
	  ▪ Maths related subjects at NQF level 4 with a minimum pass of 50%
	  ▪ Relevant retail business related subjects at NQF level 4 with a minimum average of 60%

2. Qualification & Unit standard alignment

Qualification Title	Qual ID.	Level	Credits	Expiry Date
National Certificate: Wholesale and Retail Operations Supervision	49397	4	125	2019-06-30

2.1. Fundamental Unit Standards

Fundamental Unit Standards	US ID	NQF Level	Credits
Access information in order to respond to client enquiries in a financial services environment	9302	3	2
Accommodate audience and context needs in oral communication	8968	3	5
Communicate verbally with clients in a financial environment	9303	3	3
Interpret and use information from texts	8969	3	5
Write texts for a range of communicative contexts	119465	3	5
Apply comprehension skills to engage written texts in a business environment	12155	4	5
Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	9015	4	6
Engage in sustained oral communication and evaluate spoken texts	8974	4	5
Read analyse and respond to a variety of texts	8975	4	5
Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	9016	4	4
Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	7468	4	6
Write for a wide range of contexts	119459	4	5

2.2. Core Unit Standards

Unit standard title	US ID.	Level	Credits	Expiry Date
Indicate the role of a team leader ensuring that a team meets an organisation's standards	13917	3	6	2019-06-30
Motivate a team	13947	4	6	2019-06-30
Supervise customer service standards	118028	4	8	2019-06-30
Supervise housekeeping and hygiene in a store	118029	4	6	2019-06-30
Supervise implementation of loss control measures	118045	4	8	2019-06-30
Supervise sales performance	118037	4	8	2019-06-30
Supervise stock counts	118043	4	8	2019-06-30

2.3. Elective Unit Standards

Unit standard title	US No.	Level	Credits	Expiry Date
Describe and apply the management functions of an organization	14667	4	10	2019-06-30
Interpret basic financial statements	117156	4	4	2019-06-30

3. Sources of subject matter

The learning and assessment material is based on the experience of the course developers and unit standard requirements. Any additional sources are clearly indicated in the learning material.

Roll out: Module 1: Fundamentals of management. (1 month)

1. *Learners selected by employer for participation. Client to ensure that learners have access to a PC, desktop or tablet for learning purposes. Learners must have Internet access.*
2. *Learners attend a day class session for introduction to the programme. Includes an overview of the content and main focus and learning areas. Client to arrange for computers for this session. This includes Internet access.*
3. *Learner is given user name and password. Logs on to ensure validity.*
4. *Facilitator explains how the e-learning modules will be conducted when in the workplace.*
5. *Learners complete a unit of learning to ensure that all know how to navigate through the system and how to complete the activities and formative assessments.*
6. *Learner support is explained.*
7. *Learners continue the programme on their own in the workplace.*
8. *Learners complete and download all assessments by set date.*
9. *Facilitator to query non-compliance to scheduled completion dates and provide required assistance.*
10. *Completion of module 1 allows access to module 2.*

Module 2: Role of the team leader (1 month)

1. *Learners to attend second module introduction scheduled for half-day.*
2. *Facilitator does a review of the system and deals with any issues raised.*
3. *Overview of next topic and explains the assessment requirements.*
4. *Learners now return to work and continue with the online learning content.*
5. *Learners complete and download all assessments by set date.*
6. *Completion of module 1 allows access to module 3.*

Module 3: Motivate a Team. (1 month)

1. Learners to attend third module introduction scheduled for half-day.
2. Facilitator does a review of the system and deals with any issues raised.
3. Overview of next topic and explains the assessment requirements.
4. Learners now return to work and continue with the online learning content.
5. Learners complete and download all assessments by set date.
6. Completion of module 1 allows access to module 3.

Summative assessments and finalisation of formative assignments

1. *A full day is arranged for writing of the tests or any other summative assessments.*
2. *Assessors will review the formative assessments and provide learners with feedback of the assignments that have been completed online. Assessors and learners agre on remedial action if necessary*
3. *Assessors assess the tests and make overall assessment decision.*
4. *Assessment reports completed and communicated to learners and employer.*
5. *Assessment results uploaded onto SETA system, if conducted as funded/unfunded skills programme.*

4. Delivery methods

The programme will be delivered using the methodology as detailed below.

*This learning programme has been designed as a **blended process** incorporating a mix of contact sessions and distance learning*

Contact sessions:

- *The contact sessions will be usd to introduce learners to the distance components and serve as the introductory overview for each of the subjects.*
- *It will also be used to evaluate learner's current computer skills and provide coaching and support for those who may struggle using the system.*
- *The conditions of the programme will be explained as well as schedules for completion.*
- *The contact session will coach learners on how to navigate the system using the icons, arrows etc.*
- *It will explain the learning interventions, such as how to access the videos, reading blocks, the self tests, the formative assessments and provide details on how to complete and finalise them.*
- *Information on learner support and written resources will be given out and explained*
- *Contact sessions will be between half and a full day. This is designed to minimise time away from work*

E- learning

- *Learners will commence with the distance phase on returning to workplaces*
- *Learners must use initiative to manage their time and consult with management if time and facilities clash with learning schedules*
- *Must make every effort to complete learning requirements according to the schedule*
- *Comunicate problems to online help resources and/or to company coaches*
- *Contact company IT resources for technical assistance*
- *Be proactive in contacting training provider in terms of queries regarding learning content, assessments or any other obstacle or problem encountered*
- *Prepare for final assessment*

- Employers must provide

  - ✓ A specified minimum of time for learners to work through the learning content
  - ✓ Access to company computers and an Internet connection
  - ✓ A coaching resource
  - ✓ Access and assistance for completion of all types of assessments espcially those required for a learning portfolio
  - ✓ Time off for attending contact sessions

5. Media equipment and aids

Equipment	☑ Data projector ☑ Slides on memory stick/CD ☑ Whiteboard / flipchart and pens ☑ Laptop (if using data projector) ☑ Facilitator/employer to provide computers for all participants during all class/contact sessions ☑ Workplace provided equipment relevant to area of study and work ☑ Learner provided with tablet/laptop or desktop for distance learning phases ☑ Learner to be given a resource guide on basic navigation & instructions on how to us the Moodle based learning programme & details of how support can be accessed
Learner resources	☑ Computer in form of tablet, laptop, desktop at work or personal eqipment Learner available for distance learning ☑ Internet connection ☑ Learning content online ☑ Logbook online ☑ Workplace Application Guide online ☑ Learner support facility Other learning resources provided at the start of each module.
Learning environment	☑ Classroom ☑ Workplace ☑ Workplace learning resources ☑ Internet access for research ☑ Libraries

6. Assessment method

Outcome	Method	Frequency/interval
Formative	• *Online learning activities* • *Logbook/workplace application activities online*	• *Contact sessions between modules set a month apart.* • *Formative assessments, self-check tests etc to be done in distance phases with set completion dates* • *Tracking of learner achievements against target dates*
Summative **1 Instructional**	• Logbook assignments • Knowledge Tests	• After completion of all classroom sessions • After completion of all online & workplace formative assessments • Aftr completion of Workplace Application Guides
2 Workplace learning	• Logbook Workplace Applications & formative assessments	
RPL	In line with organisation's provider's RPL policies and procedures	
Re-assessment	No later than one month after unsuccessful attempt or in line with provider's policies	

7. Learning support

Learner role & responsibility	It is essential that the learner: • Attend all contact sessions • Report on time for contact sessions • Complete learning and formative assessments on time and according to given schedule • Take responsibility for preparing for online assessments • Comply with all workplace conditions of employment • Complete all distance learning activities as detailed in the online modules • Conform to rules and conditions of enrolment provided • Prepare for final summative assessments • Communicate delays and reasons for late or non-completion of learning activities to designated person.
Learner support	• Facilitators & assessors • Online support facility • Company Programme Coordinator • Workplace management, coaches & mentors • Other learner support resources

8. Programme evaluation

Facilitator; material & logistics	• Refer to Learner Feedback Form • As per QMS

9. Programme Strategy & Curriculum Design

Key for codes used in Programme Strategy:

Learning Activities	Code	Assessment Tool	Code
Activity	ACT	Formative Activity	FA
Case Study	CS	Summative Assignment	SA
Discussion Point	DP	Knowledge Test	KT

Appendix 5: Ethics clearance certificate

Cape Peninsula
University of Technology

P.O. Box 1906 • Bellville 7535 South Africa •Tel: +27 21 4603239 • Email: zouityf@cput.ac.za
Symphony Road Bellville 7535

Office of the Chairperson Research Ethics Committee	Faculty:	BUSINESS

At a meeting of the Research Ethics Committee on 03 December 2015, Ethics Approval

was granted to MR JONATHAN ASPELING for research activities Related to the:

WRLC (Wholesale & Retail Leadership Chair) within the RETAIL BUSINESS

MANAGEMENT DEPARTMENT, Business Faculty at the

Cape Peninsula University of Technology

Title of Project:	A e-learning strategy for the W&RSETA: A framework for collaboration and implementation within the South African retail sector Supervisor: Prof R Mason

Comments:

Decision: APPROVED

[signature] Signed: Chairperson: Research Ethics Committee	03 December 2015 Date

Signed: Chairperson: Faculty Research Committee	Date

Clearance Certificate No | 2015FBREC330