



HEALTH AND WELFARE SECTOR EDUCATION AND TRAINING AUTHORITY

E-LEARNING GUIDELINES

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1. ABBREVIATIONS

AQP	Assessment Quality Partner
ETQA	Education and Training Quality Assurance
HWSETA	Health and Welfare Sector Education and Training Authority
NGO	Non-Governmental Organization
NQF	National Qualification Framework
NPO	Non-profit organization
POE	Portfolio Of Evidence
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SAQA	South African Qualification Authority
SETA	Sector Education and Training Authority
SDP	Skills Development Provider
SOR	Statement of Results

2. DESCRIPTION OF TERMS

Accreditation	Means the certification, usually for a particular period of time, of a person, a body or an institution as having the capacity to fulfil a particular function within the quality assurance system set up by SAQA.
Accreditation Scope	Means the list of qualifications and or skills programmes for which a skills development provider is accredited.
Achievement	Means the recognition granted to a learner when all required learning outcomes have been successfully demonstrated.
Appeal	Means a process of seeking a review of a decision already made from higher authority.
Applicant skills development provider	Means a skills development provider who is in the process of applying for accreditation or programme approval with the HWSETA.
Assessment	Means the process by which evidence is gathered and evaluated against agreed criteria in order to make a judgment of competence for developmental and/or recognition purposes.
Assessor or constituent Assessor	Means a person who is registered by the relevant ETQA body to measure the achievement of specified National Qualifications Framework standards or qualifications.
E-assessment	E-assessment is the use of electronic systems for the development, operation and delivery of accredited qualification assessment or the collection of performance evidence, which contributes to the awarding of a unit or an accredited qualification.
Education and Training Quality Assurance	Means a body accredited in terms of section 5 (1)(a)(ii) of the SAQA Act, responsible for monitoring and auditing achievements in terms of national standards or qualifications, and to which specific functions relating to the monitoring and auditing of national standards or qualifications have been assigned in terms of section 5 (1)(b)(i) of the Act.

E-Learning	Various forms of electronic learning where technology is used to deliver part, or all of a course content, whether it is within a school or in a distance learning environment.
Facilitator	Means an individual who facilitates learning processes and activities and manages and administers assessment: educator, teacher, trainer, mentor etc.
Learning programmes	Means a combination of courses, modules or units of learning by which learners can achieve learning outcomes.
Moderation	Means the process which ensures that assessment of the outcomes described in the NQF standards and qualifications is fair, reliable and valid.
Moderator	Means a person who has achieved competence against the moderator standard, certified by the ETDP SETA and registered by an ETQA.
Monitoring	Means a systematic continuous observation process and recording of activities to ensure quality compliance to set criteria and agreed developmental areas for improvement purposes.
Organizations	Means legally established entities in line with CIPC requirements and in good standing (which may include but not be limited to national and provincial government departments and agencies, institutions, NGOs, companies, centres and consultancies).
Guideline	Means a general rule, principle, piece of advice or a statement that aims to streamline processes according to a set routine or sound practice.
Programme approval	Means a secondary accreditation of an SDP through an MOU signed between the ETQAs.
Quality assurance	Means the process of ensuring that the specified degree of excellence is achieved.
Quality management system	Means the combination of policies and processes used to ensure that the specified degree of excellence is achieved.

Recognition of prior learning	Means the comparison of the previous learning and experience of a learner, howsoever obtained, against the learning outcomes required for a specified qualification, and the acceptance for purposes of qualification of that which meets the requirements.
Registered qualifications	Means qualifications registered by SAQA on the National Qualifications Framework.
Registered unit standards	Means unit standards registered by SAQA on the National Qualifications Framework.
Scope of accreditation	Means the list of qualification/s and/or skills programme/s for which a skills development provider is accredited.
Scope of registration	Means the list of qualification/s, skills programme/s and/or unit standard/s for which an assessor or moderator is registered.
Skills programme	Means the bundling of a minimum of two unit standards that addresses an identified need and allows for progression/completion of a full qualification. The selected unit standards should be drawn from the same SAQA registered qualification.
Skills Development Provider	Means an organization that is accredited or approved to deliver learning programmes.
Statutory body	Means a company or organization created by law, or statute, in order to regulate or carry out a public function.
Training site	Means a venue specifically designed and equipped for theoretical and practical learning delivery.

3. GUIDELINE STATEMENT

- 3.1. The HWSETA, as one of the QAs delegated to carry out the quality assurance function of promoting quality learning in the Health and Social Development Sector, shall take into consideration the provisions of the NQF Act No. 67 of 2008 and related legislation promulgated for this mandate.
- 3.2. The HWSETA shall endorse learner achievement in line with this guideline document.

- 3.3 A developmental and advisory approach shall be adopted when gaps are identified and much needed support shall be provided to SDPs.

4. LINK TO POLICIES

- 4.1 This guideline document shall be read in conjunction with the Accreditation, Monitoring, RPL, Dealing with non-compliant SDPs and the Assessment, Moderation and Verification policies.

5. REGULATORY FRAMEWORK

- 5.1 NQF Act 67 of 2008.
5.2 SDA Act 97 of 1998 as amended.
5.3 SDL Act 9 of 1999.
5.4 NSDP of February 2019
5.5 QCTO General principles and minimum requirements on e-assessment of qualifications and part qualifications on the occupational qualifications sub-framework (OQSF).

6. PURPOSE

The purpose of this guideline document is to:

- 6.1 Communicate clear e-learning guidelines to the stakeholders.
6.2 Ensure that applicant SDPs implement e-learning according to the prescribed framework.
6.3 Ensure that SDPs adhere to and comply with the prescribed framework.
6.4 Ensure standardisation and consistency.

7. SCOPE AND RESPONSIBILITIES

- 7.1 The HWSETA shall ensure that these guidelines are implemented by SDPs.
7.2 Accredited and programme approved SDPs shall comply with the requirements of

the guideline.

- 7.3 The HWSETA Chief Executive Officer shall approve, monitor and support the implementation of the guideline.

8. GUIDELINES

- 8.1 The HWSETA shall allow SDPs to implement blended e-learning, as a pilot phase, in line with the country's lockdown prescripts.
- 8.2 Blended learning shall comprise of a combination of e-learning (for knowledge/theoretical component) and face to face learning (for practical and workplace components).
- 8.3 SDPs shall complete the e-learning application form and submit to the HWSETA with all supporting documents, for evaluation and approval.
- 8.4 SDPs shall present an e-learning mode of delivery to the HWSETA for approval.
- 8.5 The timeframe for the approval of e-learning applications shall be 5 working days.
- 8.6 SDPs shall ensure that the quality of learning is not compromised when implementing e-learning as a mode of learning delivery.
- 8.7 SDPs shall be accountable for the health and safety of learners and shall not expose learners to possible infections by the COVID19 Virus, when implementing the practical and workplace learning, during the lockdown period.
- 8.8 Improved total e-learning mode of delivery shall be implemented after lessons learnt during the pilot phase.
- 8.9 Accredited and programme approved SDPs shall implement e-learning in line with the HWSETA approved programmes linked to their profiles.
- 8.10 SDPs shall present the e-learning, assessment, moderation policies with templates, instructions and tools to the HWSETA for advice and approval.
- 8.11 SDPs shall implement e-assessment in line with the QCTO "General principles and minimum requirements on e-assessment of qualifications and part qualifications on the occupational qualifications sub-framework (OQSF)" guideline.
- 8.12 SDPs shall ensure that the e-learning models presented to the HWSETA are accommodating learner demographics including rural-based learners.
- 8.13 SDPs shall present an e-learning model/software that accommodates large files for Online verification and other files, when required.

- 8.14 The e-learning software shall have a backup system to prevent system crashing and possible hacking.
- 8.15 The e-learning model shall be aligned with the content of the learning materials as approved by the HWSETA and or the relevant Statutory/Professional body;
- 8.16 Only HWSETA registered Assessors shall facilitate e-learning;
- 8.17 100% assessments shall be conducted for e-learning learner assessments;
- 8.18 Only HWSETA registered Moderators shall conduct moderation of learner assessments;
- 8.19 50% moderations shall be conducted for e-learning learner assessments.
- 8.20 The usage of clear videos shall be allowed.
- 8.21 E-learning shall cover the theoretical component of learning, during the pilot phase, but applications shall be open for e-learning presentations as per clause 8.23.
- 8.22 The practical and workplace learning processes requires simulation equipment, and direct contact between the workplace staff, stakeholders, learners and Facilitators/Mentors cannot be avoided, therefore SDPs shall implement the practical and workplace learning components when the situation allows for it.
- 8.23 The HWSETA shall be open to e-learning platform presentations, covering the practical and workplace components, on condition that simulation and actual workplace experiential learning and quality is not compromised.
- 8.24 The e-learning model presented to the HWSETA shall encompass the following aspects:
 - 8.24.1 SDPs shall have a clearly outlined online registration/enrolment and payment process on the e-learning platform;
 - 8.24.2 Learner and assessment guides shall be accessible on the SDP e-learning platform;
 - 8.24.3 Additional recommended learning material shall be communicated to learners by the SDP, during the registration/enrolment phase;
 - 8.24.4 The Memorandum (answers) to formative and summative assessment questions shall not be posted on the e-learning platform, but shall be used by the Assessor to evaluate learning progress;
 - 8.24.5 Learners' details shall be uploaded onto the HWSETA system after successful learner registration;

- 8.24.6 Learners shall be provided with instructions, learning schedules, with timeframe for submission of completed activities;
- 8.24.7 Learners shall learn and complete all activities aligned with the modules of the programme and submit the e-portfolios to the SDP;
- 8.24.8 The SDPs shall provide support and guidance to learners by using electronic systems (e.g skype, Moodle, telephonically etc) to learners;
- 8.24.9 The HWSETA registered Assessors as Facilitators of learning, shall provide on-going feedback to learners after an activity has been completed;
- 8.22.10 When the situation in the country has improved, SDPs shall ensure that the practical and workplace components of learning are completed by learners;
- 8.22.11 The HWSETA registered Assessors and Moderators shall assess and moderate learner assessments at the end of the programme and compile assessment and moderation reports in line with the principles of assessments;
- 8.22.12 SDPs shall ensure that e-assessment tools have a combination of application, analysis, case studies, evaluation and creation type questions;
- 8.22.13 The Learner matrix, certified ID copies, Assessment and Moderation reports shall be submitted to the HWSETA, when a verification application is made;
- 8.22.14 If the lockdown is not yet completely lifted, the HWSETA shall conduct verification online and compile a verification report;
- 8.22.15 Learner achievement shall be endorsed and SORs and or certificates shall be issued;
- 8.22.16 If the SDP implemented an occupational qualification, learners shall be issued with SOA's as entry to write EISA;
- 8.22.17 Learners who are found to be not yet ready to write EISA because they did not successfully complete all or some of the three components, knowledge, practical and workplace, shall be provided with feedback and shall address the areas where they were not found competent on;
- 8.22.18 Learners shall be ready to write EISA if they successfully complete the three components;
- 8.22.19 SORs and certificates shall be issued when the learners are found competent.
- 8.22.20 The HWSETA shall issue SORs and certificates, which shall be signed off by the QCTO.

8 GUIDELINE REVIEW

9.1 This guideline shall be reviewed after the country's national lock down.