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Quality Management System

Policies, Procedures, Forms And Review Manuals For



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SECTION 1



VISION, MISSION, VALUES, STRATEGIC OBJECTIVES AND IMPLEMENTATION PLANS

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1.1 SONANI TRAINING AND COMMUNICATIONS CC MISSION, VISION, VALUES

SONANI TRAINING AND COMMUNICATIONS CC MISSION

- To advance the objectives of NQF and National Skills Development Strategy
- To be the single-most effective provider of information, to people in every segment of society, regarding formulating a winning job searching formula as well as how to improve their skills in the workplace.
- To cast in stone the most vital tool in life: Through confidence, anything can be achieved.
- To be a company of growth itself ,in providing people permanent and temporary work
- To become the leading training company in South Africa for unskilled, unemployed learners
- To become the leading Training Company in South Africa in all Corporate Companies who take an interest in their staffs well being.
- To ensure training is conducted in an interactive manner ensuring the learners and employees learn required skills that can be put into practice immediately.
- To ensure programmes are tailor-made for each individual client needs.

SONANI TRAINING AND COMMUNICATIONS CC VISION

- Reinforcement of client relationships through focused sales and marketing efforts
- Continuous improvement in customer service.
- Establish concrete training objectives and provide the resources to obtain and implement the training required to meet the objectives.

SONANI TRAINING AND COMMUNICATIONS CC VALUES

- To uplift and empower our country's greatest resources, it's people.
- To create a unified work ethic amongst the educational institutions, both secondary and tertiary, the employment agencies as well as the business sector.
- Let's get South Africa working
- Let's stop the brain drain our country is experiencing.
- Let's plan for our future in South Africa.

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1.2 EVIDENCE THAT SONANI TRAINING AND COMMUNICATIONS CC ENSURES THE ACHIEVEMENT OF DESIRED OUTCOMES.

This is achieved by using the 5 NQF objectives:

1. An integrated national framework for learning achievements
2. Facilitate access to, and mobility and progression within education, training and career paths;
3. Enhance the quality of education and training;
4. Accelerate the redress of past unfair discrimination in education, training and employment opportunities;
5. Contribute to the full personal development of each learner and the social and economic development of the nation at large

This is evidenced by:

- ▶ Seta accreditation sought – compliance with requirements
- ▶ Assessment and awarding of competency judgments to suitable Learners
- ▶ Quality Management policies & procedures, ensuring high quality programme development and delivery
- ▶ Policies & procedures ensuring high quality facilitators & assessors
- ▶ Ensuring Learning Programmes are Unit Standard aligned and therefore contribute to the career development of each Learner
- ▶ Compliance with all employment equity and skills development legislation
- ▶ Learner selection and development policies in place
- ▶ On-going feedback and evaluation procedures in place

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1.3 COMPANY STRUCTURE

Structure, composition & function of management

| | |
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| Owner: | Thabisile P Shazi |
| Head of Facilitation: | Thabisile P Shazi |
| Quality Manager: | Slindile P Gumede |
| Administration Officer: | Thabisile P Shazi |
| Material Developer: | Jeanine Topping & Associates |
| Marketing Team: | Sanele Shazi |
| Bookkeeper | Pinetown Accountants |
| Contractors | |
| Facilitator | Thabisile P Shazi |
| Assessor | Selina Rajoo |
| Moderator | Jeanine Topping |

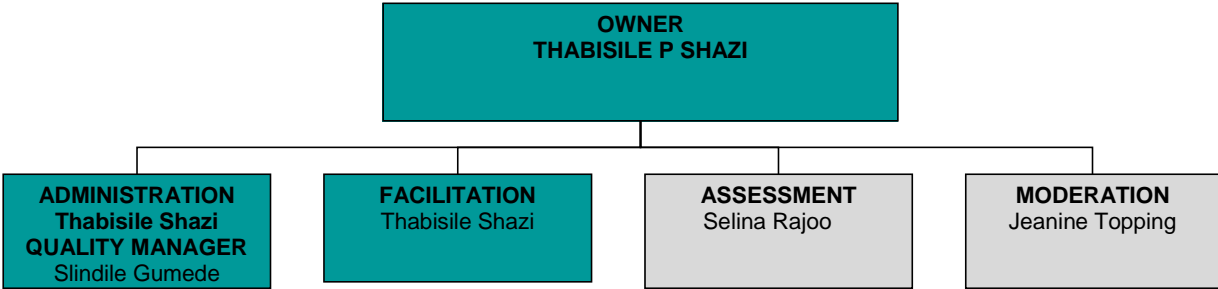
1.4 REPORTING RELATIONSHIPS

One level management structure – all associates/future employees reports to **THABISILE P SHAZI**, meetings are scheduled as required.

SEE COMPANY REPORTING ORGANOGRAM OF THIS DOCUMENT

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1.5
COMPANY ORGANOGRAM



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1.6 CUSTOMER RELATIONS

Customers are the judges of how well we serve them, and through them we serve the economic sector and the social well-being of the country. We need to deliver higher quality products at lower cost and constantly improve our training programmes. We deliver training programs that are aimed to transform organisations and individuals and we pride ourselves on the relationships that we establish, develop and nurture with our clients.

All products are inclusive of VAT

Prices are subject to change without notice

Facilitation rates are currently negotiated per day per course, depending on the level of the course.

Travel charges are not payable within a 50km radius of the office, thereafter R2.50 is paid (slips and toll fees to be submitted and claimed with invoice)

We accept electronic or transfer as mode of payments.

1.7 PROGRESS

Efficient equipment, educated staff members and good relationships with suppliers will ensure progress in the quality of services provided and the building of a company that each stakeholder can be proud of.

1.8 FINANCIAL STABILITY

To provide the above the company should maintain a strong financial position and a favourable balance between income & expenses should exist.

1.9 QUALITY POLICY

We strive to deliver service, which is of high quality, and it is our wish that our clients come back for follow up training. Follow up training should also be encouraged by every facilitator.

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1.10 COMPANY STATUS

SONANI TRAINING AND COMMUNICATIONS CC was established during **April 2010**. We aim to have a good balance of core associates as well as strategic partners. Our clients will range from Blue Chip Multi Nationals to small business across all industries.

The projection is that the company will grow to enable added staff resources. Therefore the Quality Management System has also been written with a future perspective in mind concerning the appointment of more staff. The policies and procedures, especially with regard to employment, employee communication, staff development and training policies will be phased in with staff during the accreditation period.

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SECTION 2



INTERNAL QUALITY ASSURANCE PLAN

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2.1 INTERNAL QUALITY ASSURANCE PLAN

- a) The **vision, purpose, values, strategic objectives and implementation plan** sets the direction and guides the content of the policy, procedure and review manuals' content.
- b) The **Policy & Procedures Manual** captures all relevant quality assurance aspects, which will be reviewed on a continuous basis.
- c) The **Review Manual** deals with all the policies, procedures and review activities that need to be revisited. Review activities will be informed and affected by:
 - i) Internal critique and evaluations;
 - ii) ETQA inputs;
 - iii) Learners' inputs;
 - iv) Client inputs;
 - v) National; and
 - vi) International tendencies.

2.2 QUALITY MANAGEMENT POLICY STATEMENT

Quality management policies, procedures and review mechanisms are developed based on the legislation, regulations and principles of the South African Qualifications Authority. All policies, procedures and review mechanisms are aimed to enhance learning and to enable learners to fulfil their career-, entrepreneurial, personal and citizen life roles as lifelong learners.

At **SONANI TRAINING AND COMMUNICATIONS CC**, we strive to uphold a high standard of quality not only in our education, but also in our review of participants and in our course material and facilities.

SONANI TRAINING AND COMMUNICATIONS CC aim is that our present and future customers should always be satisfied with the services that we provide.

We undertake to improve course material and content continually to maximize the learning experience.

Procedures that will be audited are described in this document. The Job Description of each employee describes the responsibilities of the individual.

New employees read their Job Description and the whole Quality Management System.

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All users should sign & comply with the **SONANI TRAINING AND COMMUNICATIONS CC** Internal Quality Management System and should report any irregularities to the appropriate personnel.

2.3 INTERNAL QUALITY ASSURANCE POLICY

At **SONANI TRAINING AND COMMUNICATIONS CC**, we realise that Assurance of Quality service/standard is the responsibility of all personnel, and therefore a quality culture will be promoted within the company by means of information sharing, communication, delegation of decision-making, etc. A further measure to achieve this aim is to assign specific Quality Management Functions to suitably skilled and competent persons.

SONANI TRAINING AND COMMUNICATIONS CC is responsible for the design and presentation of our course materials and manuals. Each member of staff is encouraged to contribute to the continuous upgrading and development of course materials.

The quality of our training materials are reviewed at all our associates meetings and improvements and changes are then effected on the approval of the review committee.

2.4 QUALITY MANAGEMENT SYSTEM POLICY

The Quality Management System should constantly be implemented through the following processes:

| Process | Action |
|--|--|
| 1. Set standards of quality | <input type="checkbox"/> Consult the members of the company and write down their minimum standards |
| 2. Compare the quality of the delivered production means with a set standard | <input type="checkbox"/> Inspect the delivered service and ensure that it complies with standards |
| 3. Report deviations | <input type="checkbox"/> Inform the relevant parties of the problem area and the possible solution |
| 4. Take corrective action | <input type="checkbox"/> Correct the flaw in the system |

The QMS document should evolve constantly and should be adapted to the ever-changing internal environment.

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2.5 QUALITY MANAGEMENT SYSTEM REVIEW POLICY

The company policies and Quality Management System is a continuously evolving process and a major formal evaluation will be done every year to ensure the implementation and relevancy of the system.

Management will do the annual audit in conjunction with an independent consultant, auditor, and review committee etc. to ensure that the QMS is a “live” document and not just only kept in a cupboard.

The Quality Management System review will be executed on a frequency set by the company in conjunction with the Review Committee.

The document will be reviewed to indicate its relevancy and evolve with the changes of the company.

It will also serve as a Job Description and introductory reading material for new employees to get an overview of the company and its procedures/policies.

The company policies as per Quality Management System are continuously evolving and a major formal evaluation will be done every year by the Review Committee (see policy), to ensure the implementation and relevancy of the systems in use.

It is recommended that the committee sign alterations and responsibility will be given to selected individuals to implement the changes. These responsibilities and changes will be included in the new revised Job Descriptions of every individual to ensure that it is done.

A copy of all quality records is kept in the **SONANI TRAINING AND COMMUNICATIONS CC** central filing system

Quality records are available for authorised personnel and filed in a safe, controlled environment.

Records can be destroyed after a five-year dispose of record period.

2.6 IMPROVEMENT OF TECHNIQUES & METHODS

To maintain the cutting edge in the training environment we have designed research activities to improve our training techniques and methods. Individual staff members are encouraged to participate in such improvements and to contribute their creative skills to the process.

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SECTION 3



POLICY AND PROCEDURES MANUAL

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QUALITY MANAGEMENT SYSTEM

SONANI TRAINING AND COMMUNICATIONS CC

Policy and Procedures Manual

Document Reference : QMS
 Revision Status : 2
 Date of Issue : 11 October 2013

Approved for Issue

| REV | NAME | TITLE | SIGNATURE | DATE |
|-----|----------------------|----------|-----------|------|
| 2 | THABISILE P SHAZI | Director | | |

Revision Record Sheet

| Rev No: | Description of revision | Rev date |
|---------|-------------------------|------------------------------|
| 1 | Approved for issue | 1 st October 2010 |
| 2 | Approved for re-issue | 11 October 2013 |
| 3 | Submitted for re-issue | |
| 3 | Approved for re-issue | |

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DECLARATION OF INTENT

I, **THABISILE P SHAZI**, owner of **SONANI TRAINING AND COMMUNICATIONS CC**, hereby agree to abide by the following Policies and Procedures in order to retain accreditation with the necessary Educational Institutions.

Name: _____ Signature: _____

| Policy Number | Policy Title | Version | Date |
|---------------|--|---------|----------|
| Policy 1 | Quality Policy | 1 | 11/10/13 |
| Policy 2 | Strategic Management Policy | 1 | 11/10/13 |
| Policy 3 | Learning Programme Development, Delivery and Evaluation Policy | 1 | 11/10/13 |
| Policy 4 | Financial Management Policy | 1 | 11/10/13 |
| Policy 5 | Administration and Communication Policy | 1 | 11/10/13 |
| Policy 6 | Resource Management Policy | 1 | 11/10/13 |
| Policy 7 | Staff selection, Appraisal and Development Policy | 1 | 11/10/13 |
| Policy 8 | Learner Entry, Guidance and Support Policy (HIV) | 1 | 11/10/13 |
| Policy 9 | Assessment Management Policy | 1 | 11/10/13 |
| Policy 10 | Reporting Policy | 1 | 11/10/13 |
| Policy 11 | Document and Record Management Policy | 1 | 11/10/13 |
| Policy 12 | Health and Safety Management Policy | 1 | 11/10/13 |
| Policy 13 | Management System Review Policy | 1 | 11/10/13 |
| Policy 14 | Certification Policy | 1 | 11/10/13 |
| Policy 15 | Work Integrated Learning and Excursion/Off-On Site Policy | 1 | 11/10/13 |
| Policy 16 | Customer Services Policy | 1 | 11/10/13 |
| Policy 17 | Risk Management Policy | 1 | 11/10/13 |
| Policy 18 | Accreditation Management Policy | 1 | 11/10/13 |
| Policy 19 | Outsourced Contractors Management Policy | 1 | 11/10/13 |

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3.1 POLICY 1: QUALITY POLICY

SONANI TRAINING AND COMMUNICATIONS CC is committed to their Degree of Excellence statement which is: “all activities of the organisation will be carried out in a systematic manner in accordance with defined and documented Policies and Procedures, and will meet applicable legislative requirements, will be visible and auditable, and will ensure that the needs of Learners, Staff and Stakeholders are met”.

To achieve this Degree of Excellence it is the stated Policy of **SONANI TRAINING AND COMMUNICATIONS CC** to establish and implement a formally documented Quality Management System (QMS), which includes Policies, Procedures and Review Mechanisms, in order to gain, and maintain, accreditation as a Provider of Education and Training.

The Quality Management System (QMS) is documented in this **SONANI TRAINING AND COMMUNICATIONS CC** Policy and Procedures Manual, which includes:-

SONANI TRAINING AND COMMUNICATIONS CC Policies & Procedures: Policy 1 to Policy 19.

SONANI TRAINING AND COMMUNICATIONS CC realise that Quality is the responsibility of all its personnel and facilitators, and therefore will promote a Quality Culture within the organisation by means of sharing information, including personnel/facilitators in decision making and ensuring specific Quality Management functions, e.g. Quality System maintenance, are performed by suitably skilled and competent persons.

The Directors/Members/Owners will be responsible for quality management and will allocate responsibilities for ensuring the effective implementation of specific **SONANI TRAINING AND COMMUNICATIONS CC** procedures. The Quality manager will consider the QMS on a scheduled basis, to review the continued suitability and effectiveness of the Quality Management System. Records will be maintained of any actions arising.

Where deficiencies are found, related to the operation of the QMS, corrective and preventative action will be taken to ensure continual improvement of **SONANI TRAINING AND COMMUNICATIONS CC** policies and procedures.

3.1.1 INTERNAL QUALITY ASSURANCE PROCEDURE

- ▶ Policies are reviewed quarterly and annually and on the basis of client feedback.
- ▶ Procedures are reviewed quarterly and annually and on the basis of client feedback.

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3.2 POLICY 2: STRATEGIC MANAGEMENT POLICY

The strategic and professional management of **SONANI TRAINING AND COMMUNICATIONS CC** is vested in the Owner of the organisation. It is **SONANI TRAINING AND COMMUNICATIONS CC** Policy therefore, that the responsibility of the strategic management of the organisation will be vested in the Owner, **THABISILE P SHAZI** in consultation with contractors/facilitators. The consultation will include:-

The Owner of the organisation – **THABISILE P SHAZI**

- Contractors/Facilitators

The **SONANI TRAINING AND COMMUNICATIONS CC** organisational structure is shown in this submission.

The Owner, **THABISILE P SHAZI** of **SONANI TRAINING AND COMMUNICATIONS CC** is responsible for ensuring the following strategic management functions are implemented:-

- a) **SONANI TRAINING AND COMMUNICATIONS CC** is accredited by the relevant ETQA
- b) **SONANI TRAINING AND COMMUNICATIONS CC** has a clear purpose and direction
- c) There is a five year strategic plan planned & implemented
- d) There is an annual business plan planned & implemented
- e) There is a Quality Management System implemented
- f) **SONANI TRAINING AND COMMUNICATIONS CC** products and services are effectively marketed
- g) **SONANI TRAINING AND COMMUNICATIONS CC** policies and objectives are clearly defined
- h) **SONANI TRAINING AND COMMUNICATIONS CC** organisational structures are established
- i) **SONANI TRAINING AND COMMUNICATIONS CC** responsibilities and authorities are documented
- j) Adequate resources are provided for services offered
- k) Regular management reviews are conducted
- l) There is consultation with external bodies

SONANI TRAINING AND COMMUNICATIONS CC internal Quality Management System reviews will consider the effectiveness of implementation of all Managerial functions.

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3.2.1 STRATEGIC MANAGEMENT PROCEDURE

Meetings are held accordingly with Accreditation Consultant Jeanine Topping to ensure the effectiveness of the Strategic Management of **SONANI TRAINING AND COMMUNICATIONS CC** and to ensure points a – I is effectively managed.

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3.3 POLICY 3 - LEARNING PROGRAMME DEVELOPMENT, DELIVERY AND EVALUATION POLICY

SONANI TRAINING AND COMMUNICATIONS CC is committed to ensuring that Learning Programme Development, Delivery and Evaluation ensure, to the greatest extent possible, that Learners achieve the Outcomes of their selected Unit Standards.

In order to implement this policy **SONANI TRAINING AND COMMUNICATIONS CC** will ensure that:-

- a) NQF principles are considered and incorporated into the design and development, of all Learning Programmes provided by the Organisation, i.e. access, relevance, credibility, coherence, integration, flexibility, articulation, progression and portability.
- b) Through assessment, prior learning is recognised and credit given for learning which has already been acquired through different ways, e.g. life experience.
- c) The elements of Learning Programmes are related to the purposes and outcomes of the registered Standards, integrate theoretical and practical learning components and assessments thereof and also ensure they are in line with the targeted group.
- d) Delivery and evaluation methods consider all relevant requirements necessary for the successful completion of the Learning Programme, e.g. language, delivery style environment and support resources.
- e) Learning Programme Development, Delivery and Evaluation reflect current national policy, strategies and initiatives.
- f) At present **SONANI TRAINING AND COMMUNICATIONS CC** are not developing material themselves, but are purchasing aligned material from a reputable developer. This material will cover all the undermentioned criteria mentioned below. When **SONANI TRAINING AND COMMUNICATIONS CC** starts to develop their own material they will follow the points mentioned underneath.

3.3.1 Overview when developing and designing Training Material

Enabling Objectives

Develop trainer's notes
 Develop a presentation plan
 Develop an assignment sheet
 Develop a case study

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Develop a role play
Developing Trainer's Notes
Outline format and contain key points only
Prevent the trainer from reading the material
Keep the trainer on track and following the objectives
Still need to review notes before a specific presentation and personalize the notes by adding any additional key points, questions, references to audio-visuals, reminder to present a case study, etc.
Notes also could be written on the pages of a flipchart or put on overhead transparencies

Components of a Presentation Plan

Course title
Session title
Session number
Session objective
Time

Enabling objectives

Preparation (References, Training materials, Equipment, Materials, Assignments)
Presentation (Introduction, Body, Summary)
Application
Evaluation

Assignment Sheet Activities

Participants are given a series of problems to solve.
Participants are asked to write answers to questions based on reference manuals, case studies or clinical procedures.
Participants are asked to label items on a drawing, chart or graph.

Feedback Options

Review answers with the group by asking for answers and then discuss
Attach answers to the assignment sheet
Ask participants to turn in their assignment sheets
Place the answer key in a notebook or file cabinet and direct participants to check their own responses

Options if Minimum Level Not Reached

Have the participant move on with the rest of the group.
Ask the participant to repeat the assignment until the minimum level has been reached.

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Provide additional reading and ask the participant to complete the assignment or another version of the assignment.

Use the original assignment sheet and return to the course materials to work on the items that were incorrect.

Have the participant meet with the trainer to discuss items missed and receive additional information and instructions.

Steps to Develop a Case Study

Identify the topic, issue or problem.

Ensure that the case study presents a real situation.

Determine whether the case study will be completed by individuals or if participants will tackle it in small groups.

Provide the participants with questions or activities that will enable them to focus on the main concept(s) being presented.

Determine whether participants will report the results of their work on the case study in writing or orally to the entire group.

Developing a Role Play

Select an appropriate role play situation.

Ensure that there is a problem or point of conflict in the role play.

Identify the roles that will be acted out during the role play.

Determine if the role play will be informal, formal or a clinical demonstration.

Hints for Successful Role Plays

Keep the role play brief. Make the point and then move on.

Since the same role play may be used with a number of participants in various training settings, keep the role play as general as possible.

Provide the participants with questions or activities that will help them to focus on the main concept(s) being presented.

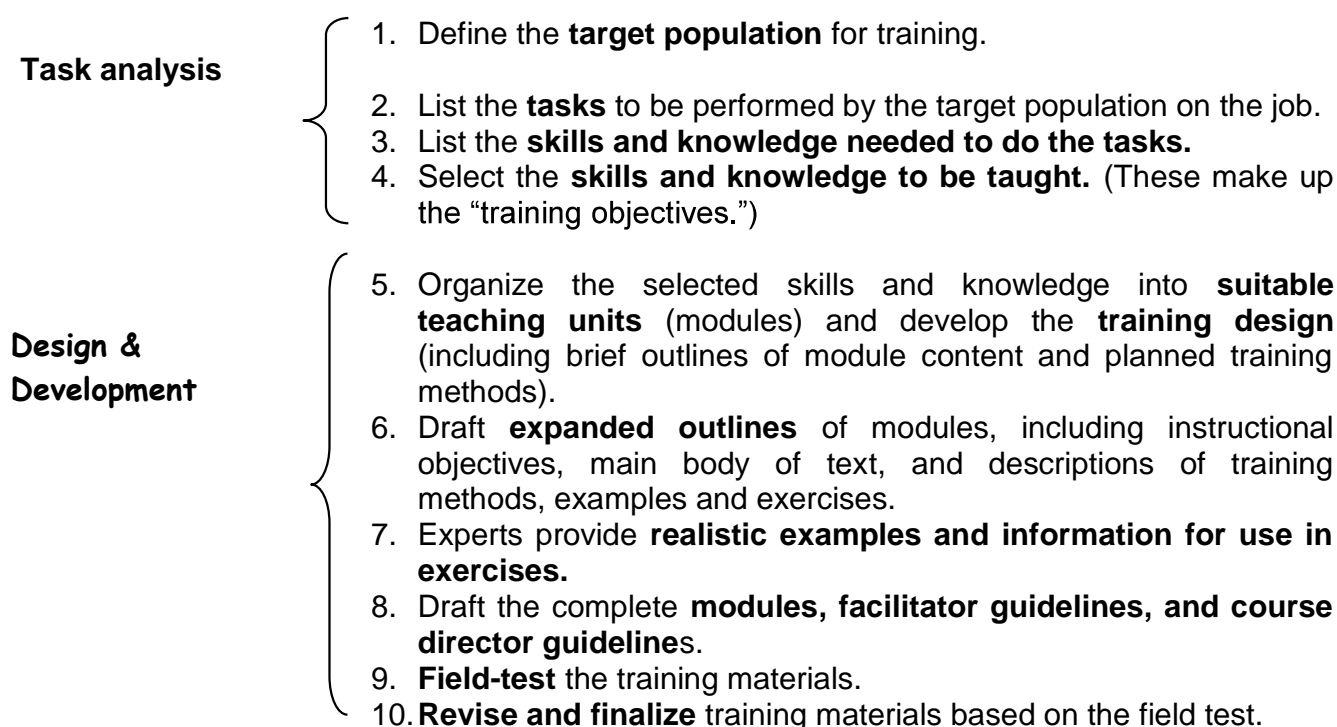
Determine whether participants will report the results of their discussion on the role play in writing or orally to the entire group.

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3.3.2 Developing Trainer and learner Materials

The 10-step process for developing training material

The process for developing training material includes the following 10 steps. The first four steps constitute the **task analysis** that is necessary to design and develop relevant, useful training materials. Steps 5–10 constitute the design and development process.



1. Defining the target population

The target population is the group of learners for whom the training is intended. It is critical to define this group in order to design the training appropriately. For example, training for clinicians would be very different from training for new community health workers, even though they may do some of the same tasks. To define the target population, ask questions such as:

- What are the job titles of the intended participants in the training?
- How they were originally trained for their jobs?
- What are their educational and professional backgrounds?
- Are they still in school or already on the job?
- How are they accustomed to learning?
- What languages do they speak and read?
- What types of health facilities do they work in, and how are these facilities equipped?

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-
- By who are they supervised?
 - Is it possible for them to attend a training course away from their jobs?

2. Listing the tasks to be performed by the target population

To list the tasks to be performed by the target population, one must know what “good performance” is, in other words, what a good performer would do on the job. To find out, the training developers must have access to:

- technical experts who can accurately describe the job,
- good performers who can be observed doing the job, and/or
- documents and manuals that accurately describe the job.

Through discussion with experts, observations, and review of documents, the training developers develop a step-by-step task list.

3. Listing the skills and knowledge needed to do the tasks

For each task involved in a job, the training developers next list the skills and knowledge required to perform the task. **Skills** are generally actions such as measuring, mixing, and recording, calculating, communicating, or making decisions. Required **knowledge** is the information needed to do a task correctly.

Making a list of required skills and knowledge often necessitates more questioning of experts to explore what is involved in each task. The final list of skills and knowledge can be very lengthy, and it becomes obvious that choices must be made about which skills and knowledge is most important to teach.

4. Selecting the skills and knowledge to be taught (training objectives)

Experts use a list of criteria to decide which skills and knowledge to include in the training. These will make up the training objectives for the course. The selection criteria may include such factors as the following. The first list below shows factors that would lead to inclusion in the course; the second list shows factors that would suggest that the skill or knowledge could be excluded (not taught) in the course. Some of the factors may be more or less relevant in different situations.

Possible criteria for inclusion

- Many members of the target population lack the skill or knowledge.
- Training (including practice and feedback) is required to learn the skill or knowledge because it is new or difficult.
- The task for which the skill or knowledge is needed is important to the patient's outcome.
- The skill or knowledge is needed frequently.
- It is practical to teach the skill or knowledge in the given training setting.

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Possible criteria for exclusion

- The task, skill or knowledge cannot be described specifically and thoroughly enough to be a meaningful part of training. (This may be because of differences of opinion among technical experts, lack of authoritative evidence on how the task should best be done, etc.)
- Teaching the skill or knowledge is not practical in the time or with the resources available.
- Most members of the target population already have the skill or knowledge.
- The task, skill or knowledge is straightforward and could be done correctly after reading guidelines such as a checklist or manual. Practice and feedback are not required.
- The task is done or the skill/knowledge is used infrequently (e.g. it deals with a condition that is extremely rare).
- The task is done differently in different areas or health facilities (must be tailored to a unique setting).
- The task for which the skill or knowledge is needed is of low importance to the outcome of the patient.
- There are substantial obstacles to doing the task (such as lack of equipment, drugs or time) that would prevent health workers from doing the task even if they knew how.
- These obstacles would have to be overcome before the training could be useful.
- Another training course is available to teach the task/skill/knowledge.

Similar criteria can be used to decide which of the included tasks, skills and knowledge will receive more emphasis and practice in the training course.

5. Designing and developing the training course

Steps 5–10 of the 10-step process include designing the training and fully developing the course based on the task analysis.

As part of the design process, the training developers organize the selected skills and knowledge to be taught into logical teaching units called modules. The design for each module includes its training objectives and a brief outline of the information, examples and exercises that will provide opportunities for practice using the skills and knowledge.

Development of each module progresses from the brief design outline, to an expanded outline, to the complete module. Expanded outlines of the modules specify more completely the information and the types of examples and exercises to be provided.

For example, examples might be given through pictures, live demonstrations or video. Exercises might include written exercises, group discussions, role plays or clinical

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practice. To develop realistic examples and exercises, the training developers rely on interviews with technical experts who are familiar with the target population, job setting, tasks and conditions.

Development of complete modules includes preparation of guidelines for the facilitators who will conduct the course. Guidelines for a course director may also be needed. Finally, the modules and associated guidelines are reviewed by technical experts and field-tested with the target population. The training materials are then revised and finalized based on reviews and results of the field.

3.3.3 Purchasing aligned Training Material

SONANI TRAINING AND COMMUNICATIONS CC may at certain stages purchase aligned training material from external developers. This material needs to be in accordance with the Seta material development practices and an Internal Moderators Report will be requested by **THABISILE P SHAZI**. Purchased Material Packs will include the following criteria:

The unit standard
Curriculum Strategy Guide
Alignment Matrix
Learner Guide
Learner Workbook
Portfolio of Evidence Framework
Facilitator Guide
Assessment Guide with Model Answers
Internal Moderation Guide

See template example over page titled Learning Programme Evaluation Tool

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Internal Moderators Tool
Programme Evaluation Pack Report

| Categories | Material Pack meets/ does not meet requirements (Comments) | Where is this evidence found | Moderators Comments |
|---|--|--------------------------------------|---------------------|
| Unit Standard Title: | Demonstrate knowledge and understanding of HIV/ AIDS in a workplace, and its effects on a business sub-sector, own organization and a specific workplace | Unit Standard | |
| Unit Standard Number: | 13915 | | |
| NQF/ OQF Level: | 3 | | |
| Credits: | 4 | | |
| Curriculum Design to include: | | Document labelled Curriculum Outline | All Confirmed |
| • Learner entry requirements | Meets Requirements | Listed – Page 4 | |
| • Target group | Meets Requirements | Listed – Page 4 | |
| Programme strategy to include: <ul style="list-style-type: none"> • overview of facilitation • learner support • learner roles and responsibilities • provider support • workplace support provided to learners • how the programme is delivered, timeframes, etc.) | Meets Requirements | Listed – Page 5 | |
| • Assessment strategy | Meets Requirements | Listed – Page 7 | |
| • Assessment alignment strategy | Meets Requirements | Listed – Page 7 | |
| • Moderation strategy | Meets Requirements | Listed – Page 7 | |

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| <u>Alignment Matrix to include:</u> | | Document labelled Alignment Matrix | All Confirmed |
| <ul style="list-style-type: none"> Section Outcomes/ Learning Unit Outcomes/ Module Outcomes | Meets Requirements | Listed - Pages 11-26 of Assessment Guide | |
| <ul style="list-style-type: none"> Link to SOs and ACs (if qualification, link to exit level outcomes) | Meets Requirements | Listed - Pages 11-26 of Assessment Guide | |
| <ul style="list-style-type: none"> Where the outcomes are covered in the learner material (Page Number) | Meets Requirements | Listed - Pages 11-26 of Assessment Guide | |
| <ul style="list-style-type: none"> Indicate how the content is facilitated and indicate the activities and page numbers of activities | Meets Requirements | Listed – Page 16 of the Facilitators Guide | |
| <ul style="list-style-type: none"> Assessment – Indicate formative assessments and page numbers, indicate summative assessments – where they are to be found, in which sections and including page numbers | Meets Requirements | Listed - Pages 11-26 of Assessment Guide | |
| <ul style="list-style-type: none"> Include essential embedded knowledge | Meets Requirements | N/A | |
| <ul style="list-style-type: none"> Include critical cross field outcomes | Meets Requirements | Listed - Pages 11-26 of Assessment Guide | |
| <ul style="list-style-type: none"> Include range statements | Meets Requirements | Listed - Pages 11-26 of Assessment Guide | |

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| <u>Notional Hour Matrix to include:</u> | | Document labelled Curriculum Outline | All Confirmed |
| • Outcomes to be covered | Meets Requirements | Listed – Page 9 | |
| • Credits | Meets Requirements | Listed – Page 9 | |
| • Notional hours | Meets Requirements | Listed – Page 9 | |
| • Days | Meets Requirements | Listed – Page 9 | |
| • Contact session (time split between contact and practical application) | Meets Requirements | Listed - Page 9 | |
| • Experiential learning (time split between workplace experience and assessment preparation) | Meets Requirements | Listed – Page 9 | |
| • If qualification – time spent on Final Summative Assessment (FSA) | Not Required | N/A | |
| | | | |
| <u>The Facilitator Guide to include the following:</u> | | Document labelled Facilitators Guide | All Confirmed |
| • Programme overview | Meets Requirements | Listed – Page 1 | |
| • Introduction – who the programme is for | Meets Requirements | Listed – Page 1 | |
| • Programme entry requirements | Meets Requirements | Listed – Page 4- Curriculum Document | |
| • Programme delivery structure (notional hours) | Meets Requirements | Listed – Page 13 | |
| • Programme outcomes | Meets Requirements | Listed – Page 1 | |
| • Programme alignment to the unit standards/ exit level outcomes | Meets Requirements | Listed - Page 2 | |
| • How Assessment is to be conducted | Meets Requirements | Listed - Page 2/3 | |
| • Learning pathway | Meets Requirements | Listed - Page 1 | |
| • Facilitator role and responsibilities | Meets Requirements | Listed – Page 3/4 | |
| • Administrative information to be completed | Meets Requirements | Listed - Page 4/5 | |
| • Assessment (formative and summative) | Meets Requirements | Listed - Page 2/3 | |

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| • Appeals and Disputes | Meets Requirements | Listed – Page 3 | |
| • Facilitator guidelines/ delivery structure (content to be covered and time frames, resources required, etc.) | Meets Requirements | Listed – Page 3 | |
| • Facilitator report | Meets Requirements | Listed – Page 5 | |
| • Attendance register | Meets Requirements | Listed – Page 11 | |
| • Appeal form | Meets Requirements | Listed – Page 12 | |
| • Unit Standard(s) to be included | Meets Requirements | Separate Document | |
| • Model answers | Meets Requirements | Listed – Page 23-57 | |
| | | | |
| <u>Learner Guide to contain the following:</u> | | Document labelled Learner Guide | All Confirmed |
| • The learning programme is appropriate to the target audience | Meets Requirements | Appropriate | |
| • Learning activities are clearly documented | Meets Requirements | Listed – Page 4/5 | |
| • The learning outcomes to be achieved by the learner are clearly defined and documented | Meets Requirements | Listed – Pages 11/32/37/56 | |
| • Formative and Summative assessment are clearly defined | Meets Requirements | Listed – Pages 2/3 Facilitator Guide | |
| • There is integration between the learning programme and Unit Standard and/or Qualification and the assessment thereof | Meets Requirements | Listed – Pages 11-26 Assessment Guide | |

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| <u>Assessment guide to contain the following:</u> | | Document labelled Assessment Guide | All Confirmed |
| • Planning of Assessment | Meets Requirements | Listed – Pages 8-9 | |
| • Preparation of the learner before assessment | Meets Requirements | Listed – Pages 6 | |
| • Procedures followed during assessment | Meets Requirements | Listed – Page 1 | |
| • Feedback to the learner and third parties after the assessment | Meets Requirements | Listed – Pages 28-34 | |
| • Model answers to the assessments | Meets Requirements | Listed – Pages 41-60 | |
| • Recording and Administration of assessment results | Meets Requirements | Listed – Page 61 | |
| • Evaluation and review of the assessment process | Meets Requirements | Listed - Pages 39 - 30 | |
| <u>Learner Portfolio of Evidence to contain the following:</u> | | Document labelled Learner Portfolio of Evidence Framework | All Confirmed |
| • Background information and details such as how the PoE will be assessed, how to prepare your PoE, Appeals procedure, PoE requirements, Assessment requirements (copy of the assessment alignment strategy), record of additional questions and responses | Meets Requirements | Listed - Page 28 | |
| • Learner Biographical Information form | Meets Requirements | Listed - Page 4 | |
| • Learner preparation and assessment preparation declarations, declaration of authenticity, assessor declaration | Meets Requirements | Listed - Page 31 | |
| • Assessment plan | Meets Requirements | Listed - Page 36 | |
| • Learner CV, ID, Matric Certificate, Other related certificates | Meets Requirements | Listed - Page 29 | |
| • Evidence to be provided (summative assessment tasks) – including Workplace Application (important) | Meets Requirements | Listed - Page 41 | |

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| • Learner review of the assessment process | Meets Requirements | Listed – Page 37 Assessor Doc | |
| • Learner reassessment plan | Meets Requirements | Listed - Page 66 | |
| • Learner feedback report | Meets Requirements | Listed – Page 39 Assessor Doc | |
| • Learner assessment appeal form | Meets Requirements | Listed - Page 25 | |
| • Provision for learner, assessor and moderator signatures and dates after each summative assessment task/activity | Meets Requirements | Listed - Pages 60/ 61/ 63/ 64/ 65 | |
| <u>Moderation Guide to contain the following:</u> | | Document labelled Moderation Guide | All Confirmed |
| • Purpose of the guide | Meets Requirements | Listed - Page 5 | |
| • Characteristics of the moderator | Meets Requirements | Listed - Page 6 | |
| • Fundamental background knowledge | Meets Requirements | Listed - Page 6 | |
| • Functions of the moderator | Meets Requirements | Listed - Page 6 | |
| • Roles and responsibilities of the internal moderator | Meets Requirements | Listed - Page 6 | |
| • The moderation process | Meets Requirements | Listed - Page 4 | |
| • SETQAA moderation at Provider level (internal moderation) | Meets Requirements | Listed - Page 3 | |
| • Documentation to be completed by the moderator (templates for the moderator to use) | Meets Requirements | Listed - Pages 15 -27 | |

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| Categories | Material Pack meets/ does not meet requirements (Comments) | Where is this evidence found | Moderators Comments |
| <u>If offering qualifications – Final Summative Assessment (FSA):</u> | | | Not Required |
| <ul style="list-style-type: none"> Check for Final Summative Assessment (FSA) | Not Required | N/ A | |
| <ul style="list-style-type: none"> Final Judgement Recording Sheet | Not Required | N/ A | |
| <ul style="list-style-type: none"> Final Summative Questionnaire SSETA template indicates the following: About the final summative assessment (alignment to exit level outcomes, and to which unit standards the ELOs are aligned to), Assessment conditions | Not Required | N/ A | |
| <ul style="list-style-type: none"> Knowledge Component | Not Required | N/ A | |
| <ul style="list-style-type: none"> Practical Component (Case studies, assignments, projects, in-basket exercises, etc.) | Not Required | N/ A | |
| <ul style="list-style-type: none"> Workplace Application Component | Not Required | N/ A | |
| <ul style="list-style-type: none"> Indicate a place for learners, assessors and moderators to sign | Not Required | N/ A | |

Name of Programme Moderator

Signature

Date

| | | |
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3.3.4 Procedures to ensure adherence to special conditions within the learning environment

The following will be checked and confirmed:

- ▶ Sufficiency of fresh air and ventilation.
- ▶ Sufficiency of light.
- ▶ Safety with regards to electricity and fire hazards.
- ▶ Adequacy of the size of the learning setting.
- ▶ Sufficiency and appropriateness of toilet facilities.
- ▶ Adequacy of the learning equipment and materials

3.3.5 Procedures to identify suitable worksites

- ▶ Criteria are established to determine suitability of worksite for learning purposes.
- ▶ Learners have the opportunity to identify a worksite.
- ▶ The worksite working activities are compatible with the learning outcomes.

Learners are interviewed to determine their learning potential in terms of:

- Strengths;
- Weaknesses;
- Opportunities; and Threats.

3.3.6 Learning procedures

Learning procedures will take place according to the outcomes-based learning approach. The achievement of the following will continuously be facilitated and enhanced within each learning setting:

- ▶ Critical outcomes
- ▶ Specific outcomes
- ▶ End-product outcomes

3.3.7 Procedure to accommodate learners with special needs and/or disabilities

- ▶ Learners are requested to provide information regarding special learning needs on the learner enrolment form.
- ▶ Learners are requested to provide information on disabilities on the learner enrolment form.
- ▶ Learners have the opportunity to avail information regarding special needs to the facilitator on a one-on-one basis.

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- It is the facilitators responsibility to ensure that the learners with special needs or disabilities are catered for in order to ensure the learners acquire the necessary skills during the learning process
- Please see list of Barriers and Procedures on How to Overcome Them

| Special Need | Can be Accommodated | How | Who |
|-----------------------|----------------------------|--|--------------------------|
| Short sightedness | Yes | Arrange for material to be printed in large print | THABISILE P SHAZI |
| Blindness | Yes | Provide learner with Training Material Pack electronically and advise what software can be purchased in order for computer to “speak” to the learner – assessments can be typed and electronically emailed | THABISILE P SHAZI |
| Wheel Chair | Yes | Ensure training venue is wheel chair friendly | THABISILE P SHAZI |
| Language Barrier | Yes | Translator can be sourced | THABISILE P SHAZI |
| HIV/AIDS | Yes | Learners will be given time off for any treatments and will be referred to the closest HIV/AIDS Treatment/Counselling Centre if required | THABISILE P SHAZI |
| Religious Holidays | Yes | Learners will be given time off for recognised Religious Holidays and be given additional assistance should they need | THABISILE P SHAZI |
| Learning Disabilities | No | Learners with learning disabilities will be referred to Training Providers who specialise in Learning Disabilities | THABISILE P SHAZI |
| Financial Needs | No | Learners who need sponsoring of training will be referred to the various Seta's in order to become involved in Learnerships | THABISILE P SHAZI |
| Deafness | Yes | Ensure Facilitator faces learner in order for learner to lip read | THABISILE P SHAZI |
| Mental Disorder | No | Refer learner to the necessary Association | THABISILE P SHAZI |
| Emotional Disorder | No | Refer learner to the necessary Association | THABISILE P SHAZI |

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3.3.8 Procedures to develop a portfolio

The portfolio will contain the following:

- ▶ Names of people interacted with as well as what was discussed and the outcomes of the discussions.
- ▶ Summaries, process, descriptions, minutes, memoranda, reports, manufactured articles and photos.
- ▶ All preparations, attempts and ways tried to tackle challenges.
- ▶ Lists of information resources.
- ▶ Schedules that have developed.
- ▶ Mind maps of understanding of information.
- ▶ Values that were applied or not applied.
- ▶ Test scores and other records.
- ▶ Mark sheets.
- ▶ New ideas.
- ▶ The assessment criteria that learners, co-learners and facilitators and assessors will assess learners on.
- ▶ Results of formative assessments.
- ▶ All first drafts, reworking of it, plans etc.
- ▶ Final outcomes (if they can fit in).

3.3.9 Off-site or work-site learning procedures

- ▶ Learning is based on the elements and supportive to the unit standard if and when available.
- ▶ Learning is relevant to the context of the unit standard.
- ▶ Learning is integrated.
- ▶ Formative assessment is an integrative part of the learning.

3.3.10 Learning programme updating procedures

Learning programmes are regularly updated to provide the following information:

- ▶ Name of learning programme or course.
- ▶ Duration.
- ▶ Name of the facilitator(s).
- ▶ Name of assessor(s).
- ▶ Alignment with NQF updating.
- ▶ The latest and most up-to-date information.

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3.3.11 Learning Programme Evaluation procedure

Training provider

SONANI TRAINING AND COMMUNICATIONS CC will ensure that they are delivering the learning programme as agreed.

Learners

SONANI TRAINING AND COMMUNICATIONS CC will ensure that the learners are making progress on the learning Programme

Learning material and equipment

SONANI TRAINING AND COMMUNICATIONS CC will ensure that the learning material and equipment is updated and the quality is kept at a high level

Procedure for Learning Programme Evaluation

SONANI TRAINING AND COMMUNICATIONS CC is committed to ensuring that learning programme evaluation ensures, to the greatest extent possible, that learners achieve the outcomes of their selected standards and qualifications.

Training material will be assessed according to the following:

- Monthly reports submitted to **SONANI TRAINING AND COMMUNICATIONS CC** regarding each learner.
- Registers for every classroom interaction submitted to **SONANI TRAINING AND COMMUNICATIONS CC**.
- Feedback from learners sent to **SONANI TRAINING AND COMMUNICATIONS CC** every month and perused by **THABISILE P SHAZI** to identify any problems.
- Assessors and mentors will also be expected to report any problems that they perceive.
- **THABISILE P SHAZI** will spend time in the classrooms to ensure that the standard of delivery is acceptable.

Learners

On an on-going basis, the progress of the learners is assessed according to the following:

- **SONANI TRAINING AND COMMUNICATIONS CC** submits monthly reports regarding each learner.
- Registers for every classroom interaction submitted to **SONANI TRAINING AND COMMUNICATIONS CC**

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- Feedback from learners sent to **SONANI TRAINING AND COMMUNICATIONS CC** every month and perused by **THABISILE P SHAZI** to identify any problems.
- Assessors and mentors will also be expected to report any problems that they perceive.

Learning material and equipment

The following reports will be analysed regarding the learning material and equipment

- Learner feedback report
- Facilitator feedback report
- Problem areas will be addressed by the developer who keeps abreast of any changes to unit standards to ensure that the material is in line with these standards.
- The materials developer also meets with course facilitators on a monthly basis to establish whether or not they feel that the material is suitable and if it is being conveyed successfully in the classroom situation. Any feedback is then used to adjust the programme material for the future

Who will do the evaluation?

- The registered Accreditation Consultant Jeanine Topping

When will the evaluation be done?

- Before the program is implemented the learning material is evaluated.
- The evaluation will also be done at the end of the learning program. **SONANI TRAINING AND COMMUNICATIONS CC** will advise Jeanine Topping once they have completed training for each learning programme and Jeanine Topping will attend to any updates/suggestions or queries.

What will be evaluated?

- Are the Specific outcomes and assessment criteria covered and NQF aligned?

3.3.12 Procedure for Learning Programme Delivery

Training Packs are kept at the premises of **SONANI TRAINING AND COMMUNICATIONS CC**. These Packs are split up as follows:

- ▶ Learners Curriculum Strategy Guide
 Learner Guide
 Learner Workbook
 Learner POE
- ▶ Facilitator Curriculum Strategy Guide

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-
- Alignment Matrix
 - Learner Guide
 - Learner Workbook
 - Portfolio of Evidence Framework
 - Facilitator Guide
 - Assessment Guide with Model Answers
 - Internal Moderation Guide
 - Assessor Curriculum Strategy Guide
 - Alignment Matrix
 - Learner Guide
 - Learner Workbook
 - Portfolio of Evidence Framework
 - Facilitator Guide
 - Assessment Guide with Model Answers
 - Internal Moderation Guide
 - Moderator Curriculum Strategy Guide
 - Alignment Matrix
 - Learner Guide
 - Learner Workbook
 - Portfolio of Evidence Framework
 - Facilitator Guide
 - Assessment Guide with Model Answers
 - Internal Moderation Guide

Procedures for printing

THABISILE P SHAZI will print out the above documents and bind the manuals and place them in folders appropriately labelled 2 days before training is due.

Procedures for stock control of learning material

Manuals are only printed once a client has paid and therefor the stock control procedures will be minimal.

In the event of any leftover manuals, these will be filled in a locked up storage cabinet and reused at the next training intervention.

Stock control of all learning material will be conducted on an annual basis due to training material only needing to be printed on a needs basis.

Left over manuals will be reviewed annually and should the programmes go through any changes, these left over manuals will be shredded in order to avoid non updated manuals being distributed to learners.

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STEPS FOR PREPARING LEARNERS

1. Assess special needs of learners via pre-facilitation special needs and requirements feedback form
2. Implement special needs
3. Provide learners with assignments that they will need to complete before facilitation commences in order to assess knowledge of specific outcomes
4. Explain required learning outcomes that learners will be achieved
5. Explain Programme Development and the benefits of the facilitation
6. Ice breakers for learners

INTRODUCTION TO FACILITATION PROCEDURE (HOW WILL YOU BEGIN THE FACILITATION)

1. Meet and greet learners
2. Learners complete application for learning
3. Learners complete attendance register
4. Hand-out programme outline and name cards
5. Hand-out learners manuals
6. Request personalization of manual
7. Introduce yourself and explain purpose of programme and ask and record individual learners expectations of the programme and discuss your expectations
8. Advise learners of specific outcomes that will be learnt
9. Advise learners of specific tasks/assignments/POE that will be completed
10. Request "Workshop Guidelines" from learners (i.e. cell phones off; punctuality; number of breaks required; lunch times etc.)
11. Ice box for ideas that come up and will be dealt with later
12. Icebreaker for learners participation
13. Get learners to introduce themselves and explain their experience relevant to the programme

STRATEGIES THAT WILL BE EMPLOYED TO PROVIDE EFFECTIVE LEARNING – LEARNING DELIVERY METHODS

1. Group discussions
2. Self-discovery
3. Demonstration
4. Visual aids (video/power point presentations)
5. Written assessments
6. Role-playing
7. Feed-back
8. Question and answer sessions
9. Learner Research

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PROCEDURES TO USE IN ORDER TO OVERCOME ANY BARRIERS

| | |
|---|--|
| Conflict between learners | <ul style="list-style-type: none"> ✓ Mediate conflict by seeking individual and groups agreement to allow facilitator to assist in mediating conflict ✓ Get learners to discuss the matter with those in conflict in a non-threatening manner in order to achieve a resolution and consensus stating to each other why the conflict has arisen and how each of them see a positive outcome in order to overcome the conflict |
| Conflict between facilitator and learner | <ul style="list-style-type: none"> ✓ Arrange one-on-one discussion ✓ Ensure climate is non-threatening for the learner and that the learner feels secure enough to advise the facilitator of the reason for conflict |
| Learners progressing at difference paces | <ul style="list-style-type: none"> ✓ Change groups around to ensure slower learners are with learners who are grasping the concept ✓ Offer facilitator's assistance before or after days training session |
| Cultural discrimination | <ul style="list-style-type: none"> ✓ Conduct diversity management ice breaker and role playing exercise ✓ Group discussion |

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The following are some template checklists which will be used during training and signed off by the Facilitator to ensure a high standard of delivery of training is achieved

CHECKLIST TO REMEMBER WHEN FACILITATING

| CHECKLIST | NO | YES |
|--|----|-----|
| 1. Are the learners all participating? | | |
| 2. Do they appear comfortable and at ease? | | |
| 3. Do the learners understand the objectives of the programme? | | |
| 4. Are the learners becoming involved in-group discussions? | | |
| 5. Are the learners able to repeat back to me what I have just said? | | |
| 6. Am I demonstrating positive body language? | | |
| 7. Am I including all learners with questions and answers? | | |
| 8. Am I using all the different learning styles? | | |
| 9. Are we running as per schedule? | | |
| 10. Am I addressing any learners' special needs, which were identified before the start of the programme? | | |
| 11. Am I summarizing what has been learnt? | | |
| 12. Are practical exercises and assignments being completed by all learners? | | |
| 13. Am I making sure that learners understand the link between their previous learning experiences and the new knowledge and skills? | | |
| 14. Am I facilitating or leading the learners to come to conclusions? | | |
| 15. Can the learner relate the new learning into real life situations? | | |

Facilitator signature: _____

Date: _____

| | | |
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LEARNER REGISTER

DATE: _____ VENUE: _____

EVENT: _____ UNIT STANDARD: _____

| FIRST NAME | SURNAME | IDENTITY NUMBER | TELEPHONE NO. | SIGN |
|------------|---------|--------------------|---------------|------|
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FACILITATOR: _____ DATE: _____

SIGNATURE: _____

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3.4 POLICY 4: FINANCIAL MANAGEMENT POLICY

SONANI TRAINING AND COMMUNICATIONS CC will appoint competent persons to be responsible for the Financial Management of all funds and assets. The organisation will maintain adequate financial resources to sustain the quality of learning services throughout successive periods of accreditation as a provider.

Budgetary and Financial Management procedures will be implemented which will ensure that the **SONANI TRAINING AND COMMUNICATIONS CC** Vision and Mission are achieved and that the values are lived.

Detailed statements of expenditure against budget will be maintained during the financial year. The **SONANI TRAINING AND COMMUNICATIONS CC** financial year will be March to February.

No one person will have sole control over the organisation's funds or assets, and an asset register will be maintained.

An annual budget of expenditure will be drawn up and approved by the Management Committee prior to being implemented.

Persons made responsible for financial management of the organisation's funds and assets will be held accountable for funds or assets that are misused or misappropriated.

SONANI TRAINING AND COMMUNICATIONS CC will maintain a computerised Learner database, which will, inter alia, manage Learner accounts.

SONANI TRAINING AND COMMUNICATIONS CC will manage purchasing activities by establishing an approved suppliers list, which will be maintained in order to ensure that only reputable organisations are used when purchasing goods or services.

Suppliers of goods or services will be evaluated and approved prior to any order being placed, and a record will be maintained of the basis by which suppliers are approved.

Purchase orders placed on suppliers will contain a clear description of the goods or services required and will be reviewed and approved by the Directors or his delegated representative, prior to being issued.

A list showing signing authorities against monetary values will be maintained.

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3.4.1 FINANCIAL PROCEDURES

3.4.1.1 Procedures to avail fee information to prospective clients and learners

- ▶ Fees are availed per marketing brochures; and/or
- ▶ by means of personal interactions and proposals

3.4.1.2 Procedures to develop a business plan

The business plan is based on:

- ▶ Annual income.
- ▶ Expenditures per month.
- ▶ Projected targets.
- ▶ Past history
- ▶ Marketing plan

3.4.1.3 Procedures to develop a monthly cash flow chart

The cash flow charts are based on:

- ▶ Monthly income; and
- ▶ Expenditures that are captured per item.

3.4.1.4 The annual financial process will be as follows:

- ▶ The company's annual financial reports will be conducted according to SARS requirements.
- ▶ All GAAP requirements will be adhered to as per Best Business Practice

3.4.1.5 Procedures to invoice learners will be as follows:

- ▶ All learners will be issued with an Invoice for the full amount
- ▶ A copy of their Invoice will be placed in their learner file
- ▶ If the learner has arranged to pay off the Invoice a record of this will be recorded in their learner file
- ▶ Statements will be issued to learners who are paying off their training
- ▶ A record of all Invoices will be kept in a file and filed safely

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3.4.1.6 Procedures for requesting funds will be as follows:

- ▶ **SONANI TRAINING AND COMMUNICATIONS CC** aim when requesting funds from any SETA, Government Organisation or Public/Private funding agent will be conducted in compliance with the necessary Organisations Tender / Procurement requirements
- ▶ **SONANI TRAINING AND COMMUNICATIONS CC** requests in an honest, ethical manner and will not partake in any bribes in order to secure these funds
- ▶ **SONANI TRAINING AND COMMUNICATIONS CC** will ensure that Service Level Agreements will be drawn up and signed by all parties stating the terms of use of the funds being requested

3.4.1.7 Procedures for using and managing funds will be as follows:

- ▶ **SONANI TRAINING AND COMMUNICATIONS CC** will use any funds available as per the specified tender/procurement requirements and no deviations from the original signed Service Level Agreement will be entertained

3.4.1.8 Procedures for Reporting and expenditure of funds will be as follows:

- ▶ **SONANI TRAINING AND COMMUNICATIONS CC** will ensure that only the Directors have access to the funds
- ▶ **SONANI TRAINING AND COMMUNICATIONS CC** will provide the Funder with updated reports as specified in the Service Level Agreements and will ensure that all responses to these reports are filed in the appropriate files

3.4.1.9 Duties of the Financial Committee will be as follows:

- ▶ To hold regular meeting to discuss the financial status of the Company
- ▶ To ensure that all regulatory processes and procedures are adhered to
- ▶ To ensure that all GAAP processes and procedures are adhered to
- ▶ To equip themselves with the necessary skills and knowledge required to run a company with the best Financial Practices as required by our Government

3.4.1.10 Procurement Policy

The objectives of the Procurement Policy are to create a procurement system which is uniform and simple; to eliminate fraud or any other irregularities in the procurement of goods and services; and to guide **SONANI TRAINING AND COMMUNICATIONS CC** in properly administrating processes relating to purchase requisitions and orders, creditor payments and offices.

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3.4.1.11 Responsibility/Accountability

The Director is responsible for procurement. However, he/she may delegate certain duties/tasks to designated staff, which would be accountable to him/her. The Director is therefore accountable for all transactions entered into by his/her designates.

- ▶ The Director is delegated responsibility for establishing and maintaining systems, procedures, processes and training and awareness programmes to ensure efficient and effective financial management.
- ▶ The Financial Department of the **SONANI TRAINING AND COMMUNICATIONS CC** has the primary responsibility to manage the financial resources of the **SONANI TRAINING AND COMMUNICATIONS CC** efficiently and effectively.
- ▶ Policies and procedures are the key management tools to ensure effective compliance with the **SONANI TRAINING AND COMMUNICATIONS CC's** objectives. The **SONANI TRAINING AND COMMUNICATIONS CC's** vision is cascaded into policies that guide all transactions of the **SONANI TRAINING AND COMMUNICATIONS CC**. Financial policies are there to guide all financial transactions.
- ▶ These policies and procedures are controls that management (Director and Managers) utilize to ensure that all transactions are correctly recorded in the accounting records of the **SONANI TRAINING AND COMMUNICATIONS CC**, reported and disclosed as required by relevant legislation.

3.4.1.12 The four functions that the finance department (Financial Committee) has to manage are:

- ▶ Budget process and the budget monitoring
 - ▶ Financial Policies and Procedures
 - ▶ Financial and Management Accounting and Reporting
 - ▶ Information Technology
 - ▶ Interaction with stakeholders
- ▶ These are elaborated on individually in the following sections.
- ▶ The Managers must prepare a monthly report for submission to the Director. Managers must furnish the Director with the following information:

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- o A comprehensive analysis of debits which shall reflect the number of debtors and amounts outstanding of current debts and debts outstanding for 30 days, 60 days, 120 days and more than 120 days;
 - o A reconciliation of the cashbook with the statement, including an explanation of all reconciling items which have been outstanding for more than three months;
 - o The anticipated cash flow for the ensuing six months which shall include plans to finance any shortfall;
 - o All surpluses and shortfalls in stock levels as well as reasons for such surpluses and shortfalls; and
 - o An age analysis of the monthly paid creditors including the reasons for all amounts outstanding for more than 30 days.

3.4.1.13 Delegation of Authority - Empowering Managers:

In order to promote efficiency and the effectiveness of the procurement process, The Director must empower Heads of Sections by delegating responsibilities to them. The following are recommended limits:

- ▶ Level 1 (for expenditure up to R2 000). At this level the buying department is empowered to select suppliers and negotiate price;
- ▶ Level 2 (for contracts, purchases or services from R2 000 up to R50 000). At this level, the buying department must obtain three quotations and evaluate them according to the **SONANI TRAINING AND COMMUNICATIONS CC's** Procurement Policy. The Management Committee will be responsible for authorizing the awarding of the contract;
- ▶ Level 3 (for contracts, purchases or services from R50 000 to R100 000). The buying department concerned must obtain three quotations and evaluate them according to the **SONANI TRAINING AND COMMUNICATIONS CC's** Procurement Policy. The Management committee will be responsible for authorizing the awarding of the contract;
- ▶ Level 4 (for contracts, purchases or services from R100 000 and above). The buying department concerned must obtain three quotations and evaluate them according to the **SONANI TRAINING AND COMMUNICATIONS CC's** Procurement Policy. The Management committee will be responsible for authorizing the awarding of the contract; and

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- ▶ The limits outlined above are inclusive of VAT and are applicable to the total order and not to the individual items which make up the order; and
- ▶ The **SONANI TRAINING AND COMMUNICATIONS CC** can amend the above limits by resolution at a meeting of directors to effectively adopt limits that are more relevant to their specific circumstances.

3.4.1.14 Procurement Principles for Purchase Requisitions and Orders

- ▶ Only **SONANI TRAINING AND COMMUNICATIONS CC** officers delegated the authority, by the Director to sign purchase requisitions should be responsible for this function. Prior to authorizing a purchase requisition, the authorized **SONANI TRAINING AND COMMUNICATIONS CC** officer has to:
 - ▶ Establish if there is a necessity for the item or service requested; and
 - ▶ Ensure that sufficient budgetary provision exists to cover the requisition presented.
- ▶ The Director must assign the responsibility of sourcing the supplier of the goods requested to a designated **SONANI TRAINING AND COMMUNICATIONS CC** (Buyer).
- ▶ The selection of supplier should be subject to the following parameters:
 - ▶ For costs less than R1 000, the most convenient supplier should be used;
 - ▶ For costs between R1 000 and R10 000, three written quotes should be obtained, and the Head of Department should select the most appropriate supplier;
 - ▶ For costs above R10 000, three written quotes should be obtained, and The Director or his/her authorized delegate are responsible for selecting the supplier. The reason for the final quote being selected should be documented (e.g. favorable price, favorable quality, or availability); and
- ▶ Purchase orders must, depending on the value of the order, be authorized by the Head of Department or the Director, before being placed, faxed or telephonically or otherwise confirmed with the supplier.
- ▶ All goods should be received in a demarcated area by a team nominated by The Director for this task.
- ▶ Only deliveries that are supported by an authorized purchase order should be accepted. Details of short deliveries should be clearly recorded to ensure that the subsequent payment would cover only goods that were actually received.

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3.4.1.15 Procurement Principles for Creditor Payments

- ▶ The Director shall be responsible for the payment of all accounts due by the **SONANI TRAINING AND COMMUNICATIONS CC**.
- ▶ The Director shall advise the Administration Manager of the names of officials empowered to sign vouchers authorizing payments of accounts and furnish him/her with their specimen signatures.
- ▶ The Director or his/her designate submitting vouchers for payment shall be responsible for the accuracy of the amount to be paid and shall ensure that:
 - ▶ The goods have been received or the service rendered;
 - ▶ The prices and calculations are correct;
- ▶ Any discounts to which the **SONANI TRAINING AND COMMUNICATIONS CC** is entitled, have been deducted;
- ▶ The account has not previously been paid; and
- ▶ If excess expenditure is involved and The Directors of the **SONANI TRAINING AND COMMUNICATIONS CC** have approved such excess, their signatures must be obtained on the reconciliation prior to payment.
- ▶ All payments should be made by cheque or electronic transfer. Except for petty cash, no payments should be made in cash.
- ▶ All cheques drawn on the **SONANI TRAINING AND COMMUNICATIONS CC's** bank account shall be signed by not less than two persons authorised to do so.
- ▶ Electronic fund transfers should require the passwords of two Directors before it can be completed. Only the **SONANI TRAINING AND COMMUNICATIONS CC** Directors should be issued with passwords to authorize payments on this system.
- ▶ All payments that were facilitated through debit order should be subsequently authorized by The Director.

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3.4.1.16 Transactions with SONANI TRAINING AND COMMUNICATIONS CC staff members

A staff member may not:

- ▶ Use the position for private gain and improperly benefit from confidential information obtained as a staff member, for private gain or to improperly benefit another person; or
- ▶ Take a decision on behalf of the **SONANI TRAINING AND COMMUNICATIONS CC** concerning a matter in which that staff member, or that staff member's spouse, partner or business associate, has a direct or indirect personal or private business interest.
- ▶ Except with the prior consent of the **SONANI TRAINING AND COMMUNICATIONS CC's** Directors, a staff member may not be a party to a contract for:
 - o The provision of goods or services to the **SONANI TRAINING AND COMMUNICATIONS CC**; or
 - o The performance of any work for the **SONANI TRAINING AND COMMUNICATIONS CC** other than as a staff member;
- ▶ Obtain a financial interest in any business of the **SONANI TRAINING AND COMMUNICATIONS CC**; or
- ▶ Be engaged in any business, trade or profession other than the normal functioning of the **SONANI TRAINING AND COMMUNICATIONS CC**.
- ▶ Disclosure of benefits:
- ▶ A staff member who, or whose spouse, partner, business associate or close family member, acquired or stands to acquire any direct benefit from a contract concluded with the **SONANI TRAINING AND COMMUNICATIONS CC**, must disclose in writing full particulars of the benefit.

Transactions with Staff

- ▶ A Staff member may not use the position or privileges of a staff member, or confidential information obtained as a staff member, for private gain or to improperly benefit another person.

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- ▶ Except with the prior consent of the Management committee, a staff member may not:
 - ▶ Be a party to or beneficiary under a contract for:
 - o The provision of goods or services to the **SONANI TRAINING AND COMMUNICATIONS CC**; or
 - o The performance of any work otherwise than as a staff member of the **SONANI TRAINING AND COMMUNICATIONS CC**;
 - ▶ Obtain a financial interest in any business of the **SONANI TRAINING AND COMMUNICATIONS CC**.

3.4.1.17 Debtors & Credit Control Policy

It is vital to the long-term financial viability of any **SONANI TRAINING AND COMMUNICATIONS CC** that it collects the revenues due to it for services rendered. The **SONANI TRAINING AND COMMUNICATIONS CC**: -

- ▶ Must collect all money that is due and payable to it; and
- ▶ For this purpose, must adopt, maintain and implement a suitable credit control and debt collection policy.
- ▶ This means that appropriate credit control and debtors mechanisms must be maintained.
- ▶ Objective
- ▶ The objective of a credit control and debt collection policy is to define a framework within which effective procedures could be developed to identify defaulters, and ensure that their failure to meet their financial obligations towards the **SONANI TRAINING AND COMMUNICATIONS CC** would be treated in a consistent, fair and effective manner.
- ▶ A credit control and debt collection policy must provide for:
 - o Credit control procedures and mechanisms;
 - o Debt collection procedures and mechanisms;
 - o Realistic targets consistent with:

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- o Generally recognised accounting practices and collection ratios; and
 - o The estimates of income set in the budget less an acceptable provision for bad debts.
 - o Extensions of time for payment of accounts;
 - o Termination of services or the restriction of the provision of services when payments are in arrears;
 - o Matters relating to unauthorized use of services, theft and damages; and
 - A credit control and debt collection policy may differentiate between different debtors as long as the differentiation does not amount to unfair discrimination.
 - The result of an effective policy would improve the recovery rate of the **SONANI TRAINING AND COMMUNICATIONS CC's** debtors and would contribute to the realisation of the **SONANI TRAINING AND COMMUNICATIONS CC's** objectives.

3.4.1.18 Responsibility/Accountability for Credit Control and Debtors

- ▶ The determination and application of credit control measures are the responsibility of The Director. However, the day-to-day handling of credit control and debtors is the responsibility of his/her designate.
- ▶ The Director and his/her designates must take effective and appropriate steps to collect all money due to the **SONANI TRAINING AND COMMUNICATIONS CC** including as necessary:
- ▶ Maintenance of proper accounts and records for all debtors, including amounts received in part payment; and
- ▶ Referral of a matter to an Attorney, where economical, to consider a legal demand and possible legal proceedings in a court of law.

3.4.1.19 Customer Care Responsibility

A **SONANI TRAINING AND COMMUNICATIONS CC** should, within its financial and administrative capacity:

- ▶ Establish a sound Customer Management System that aims to create a positive and reciprocal relationship between persons liable for these payments;

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- ▶ Establish mechanisms for users of services to provide feedback to the **SONANI TRAINING AND COMMUNICATIONS CC** regarding the quality of the services.
- ▶ Take reasonable steps to ensure that users of services are informed of the costs involved in service provision, the reasons for the payment of service fees.
- ▶ Ensure that persons liable for payments, receive regular and accurate accounts and indicate the basis for calculating the amounts due;
- ▶ Provide accessible mechanisms for those persons to query or verify accounts, and appeal procedures which allow such persons to receive prompt redress for inaccurate accounts;
- ▶ Provide accessible mechanisms for dealing with complaints from such persons, together with prompt replies and corrective action by the **SONANI TRAINING AND COMMUNICATIONS CC**;
- ▶ Provide mechanisms to monitor the response time and efficiency in complying with the above point; and
- ▶ Provide accessible pay points and other mechanisms for settling accounts or for making pre-payments for services.

3.4.1.20 Credit Control and Debt Collection Principles

Considering the socio-economic and other conditions presently prevalent in South Africa, such as the level of unemployment and poverty, the enforcement of payment for services will be ineffective if it is not based on acceptable principles.

- ▶ The following principles should be considered:
- ▶ Enforcement and policy making must be independent to ensure accountability. This will enable a review process to identify if the actual policy is a problem or rather if the application of the policy is failing.
- ▶ Credit control and debtors procedures must be understandable, uniform, fair and consistently applied. It is important to ensure that debtors understand the procedures so that there would be fewer disputes when the procedures are applied. A fair, uniform system would ensure that any two debtors in exactly the same situation would be treated in exactly the same way. This will enhance the debtors' perception of the **SONANI TRAINING AND COMMUNICATIONS CC** and aid in the acceptance of the procedures.

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- ▶ Credit control must be effective, efficient and economical. To be effective the credit control policies and procedures must result in the improvement of the recovery rate of the **SONANI TRAINING AND COMMUNICATIONS CC's** debtors.
- ▶ The measures taken must be sustainable in the long term. Policies and procedures that are adopted should not be “quick fix” solutions but should lay the foundations of a system that can continuously, effectively address credit control issues.
- ▶ A proper policy must be in place to enable the **SONANI TRAINING AND COMMUNICATIONS CC** to differentiate between those debtors that cannot pay from those that simply don't want to pay.

3.4.1.21 Credit Control and Debt Collection Policy

Debtors

- ▶ It is important that all monies owing to the **SONANI TRAINING AND COMMUNICATIONS CC** are correctly reflected in the debtors system. The following control measures are necessary:
- ▶ A well managed debtors and banking control system will ensure that funds owed to the **SONANI TRAINING AND COMMUNICATIONS CC** are received, receipted and banked; and
- ▶ It is also important to review debt collection performance by comparing the debtors outstanding in relation to total turnover and then comparing this to previous financial years, in order to determine whether the debt collection process is deteriorating or improving.

Debtor Collections:

- ▶ All funds due to the **SONANI TRAINING AND COMMUNICATIONS CC** must be collected timeously and banked on a daily basis. Cash left in the safe that poses a security risk, could result in higher insurance premiums to cover the additional risk. Large sums of money received must be deposited into the bank account on the same day the payment is received.
- ▶ The receipt of all monies collected by the **SONANI TRAINING AND COMMUNICATIONS CC** shall be acknowledged forthwith by the issue of a numbered official receipt.

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Accounts:

- ▶ Accounts must be prepared the 15th day of the month and must be posted to the customers immediately thereafter as the customer has 30 days to pay from date of account.
- ▶ The account/invoice must be printed on a standard form which must contain the following details:
 - o Customer name;
 - o Customer account number;
 - o Customer postal address;
 - o All details of services that have been supplied;
 - o Any outstanding balance from the previous month;
 - o Any other charges; and
 - Age Analysis and Overdue Accounts
- ▶ An age analysis must be printed on a regular basis. Any amounts outstanding over 30 days must be followed up immediately. Debtors should pay their accounts within 30 days from the date of the account.
- ▶ When accounts are printed at the end of each month, the total of the accounts printed must agree to the age analysis. Any difference must be reconciled immediately and corrected.
- ▶ Should a customer fail to pay their account, the credit control and debt collection policy must be implemented to recover the outstanding amounts due.
- ▶ The person responsible for receipting of monies received from debtors must not be the debtor's clerk. The two positions must be kept separate and filled by different people. This is done in order to reduce the risks of fraud within the **SONANI TRAINING AND COMMUNICATIONS CC.**
- ▶ All receipts must be correctly allocated to the relevant debtors account and further more the amount must be correctly allocated to the correct services that are been paid for.

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- ▶ Any unknown receipts will be left temporarily in a debtor's receipts clearing or suspense account. These amounts must be traced to deposits or remittances and must be followed up by contacting the payee or bank where applicable, to verify for what or whom the payment was received.
- ▶ The debtor's receipts clearing or suspense accounts must be cleared at least on a weekly basis.

Arrear accounts

- ▶ The following arrangements for the payment of arrear accounts should be considered:
- ▶ If the overdue balance contains amounts that have been outstanding for longer than three months, there should be a minimum amount of the total overdue balance that will be accepted as an initial payment. The Director may decide on an arrangement to settle the balance in equal installments. The maximum period is three months within the financial year.
- ▶ If the overdue balance contains amounts that have been outstanding for less than twelve months, there should be a minimum amount of the total overdue balance that will be accepted as an initial payment. The balance should be settled in equal installments over a maximum period of six months.
- ▶ A debtor, who, without notifying the Director or his/her designate, fails to comply with any arrangements, is automatically excluded from the right to be considered for a further extension. The Director is not obliged to notify the debtor of the failure.
- ▶ Written confirmation of alternative payment arrangements will specify the due dates, interest, etc. The condition that any future monthly accounts are paid by the standard due date will be automatically included.

3.4.1.22 Petty Cash Policy

Custodian of Petty Cash

- ▶ The custodian of the petty cash is a Director Designate in the Finance Department who keeps the cash under lock and key all the time.
- ▶ The petty cashier should be independent of all other cash functions such as cashiering.

Petty Cash Requisitions

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- ▶ When a Section within a department requires petty cash, a requisition form is completed and approved by the respective Head of the Section.
- ▶ The requisitioned amount should not exceed a maximum amount set by **SONANI TRAINING AND COMMUNICATIONS CC**.

Supporting Documentation

- ▶ Every petty cash requisition must be supported by proper supporting documents such as cash sale slips or receipts etc. Therefore if cash is advanced without supporting documents it should be on the basis of an advance until the purchase is made and the supporting documents is submitted within the week.

Petty Cash Register

- ▶ Each requisition is entered on the petty cash register.

Replenishing Petty Cash

- ▶ When the float reaches the minimum amount determined by The Director, the clerk prepares a voucher and submits the register and voucher to The Director who checks and authorises the voucher.
- ▶ The Creditors Clerk processes the voucher and a manual cheque is cashed at the bank.

Petty Cash Counts

- ▶ The Director makes surprise inspections of the petty cash as he deems fit but at least, once, quarterly. A count of petty cash on hand takes place at financial year end.
- ▶ The petty cash total on hand at financial year end is reconciled to the petty cash requisition forms, vouchers and other supporting documentation.

Receipt of Money

- ▶ Every amount of payment received by a cashier or other **SONANI TRAINING AND COMMUNICATIONS CC** officer charged with the receipt of money shall be acknowledged at once by the issue of a numbered official receipt.

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- ▶ Every receipt, which is cancelled, will be reattached, in the correct place, in the receipt book. Where computer generated receipts are used, the original receipt must be filed for audit purposes.
- ▶ When money (including cheques) is received with the **SONANI TRAINING AND COMMUNICATIONS CC's** mail, the Clerk shall record all payment remittances as and when received in the cheque register in the presence of a witness. Post dated cheques received in the mail must also be recorded in the cheque register. The cheque register shall be regarded as the register of remittances received by post.
- ▶ The cheque register together with all remittances received must be sent to a designated official in the finance department.
- ▶ The designated official on receipt of the cheque register together with the remittances will code all remittances and submit it to the cashier for receipting.
- ▶ The cashier will receipt all remittances and issue official receipts to the designated official.
- ▶ The designated official will record all receipts in the cheque register.
- ▶ All documents relating to remittances received in the mail must be filed for audit purposes.
- ▶ A separate register for post dated cheques will be maintained by the Clerk and all post-dated cheques must be stored safely; and
- ▶ The Clerk will ensure that all post-dated cheques, which become due, are sent promptly to the designated official for receipting and recording of receipts in the post-dated cheque register.

Bank Accounts and Cash

- ▶ The Director is responsible for establishing systems, procedures, processes and training and awareness programmes to ensure efficient and effective banking and cash management. Sound cash management includes the following:
- ▶ Collecting revenue when it is due and banking it promptly;
- ▶ Avoiding pre-payments for goods or services (i.e. payments in advance of the receipt of goods or services), unless required by the contractual arrangements with the supplier;

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- ▶ Accepting discounts to effect early payment only when the payment has been included in the monthly cash flow estimate.
- ▶ Pursuing debtors with appropriate sensitivity to ensure that amounts receivable by the **SONANI TRAINING AND COMMUNICATIONS CC** are collected and banked promptly;
- ▶ Accurately forecasting of the **SONANI TRAINING AND COMMUNICATIONS CC's** cash flow requirements;
- ▶ Timing the inflow and outflow of cash;
- ▶ Recognising the time value of money, i.e. economically, efficiently, and effectively managing cash; and
- ▶ Taking any other action that avoids locking up money unnecessarily and inefficiently, such as managing inventories to the minimum level necessary, or under utilised assets.

3.4.1.23 Financial And Management Accounting And Reporting

- ▶ The major tasks to be undertaken by the Financial Department can be categorized into five broad areas and every staff member in the department will be assigned within a work category.
- ▶ These work categories consist of:
 - ▶ Revenue generation and collection
 - ▶ Procurement and payment of goods and services
 - ▶ Salaries and wages
 - ▶ Assets – procurement and safeguarding
 - ▶ Investments
 - ▶ Bank and cash resources
 - ▶ Liabilities – short and long term

Payments

- ▶ The Director shall be responsible for the payment of all accounts due by the **SONANI TRAINING AND COMMUNICATIONS CC**.
- ▶ The Director shall advise the Administration Manager of the names of officials empowered to sign vouchers authorising payments of accounts and furnish him/her/her with their specimen signatures.

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- ▶ Vouchers submitted by any Cost Centre for payment, shall be in such form as may be required by The Director.
 - ▶ The Director or his/her delegate shall be responsible for the accuracy of the amount to be paid and shall ensure that:
 - o The goods have been received, or the services rendered;
 - o The prices and calculations are correct;
 - o Any discounts to which the **SONANI TRAINING AND COMMUNICATIONS CC** is entitled have been deducted;
 - o The account has not previously been paid;
 - o Sufficient budgetary provision exists; and
 - o If excess expenditure is involved and the Management committee have approved such excess, the resolution authorising such excess expenditure shall be quoted on the voucher.
 - ▶ Payments requiring special authority shall be accompanied by the reference to the authority for such payment, quoted on the voucher submitted to The Director or his/her delegate.
 - ▶ All payments due by the **SONANI TRAINING AND COMMUNICATIONS CC** shall be made by cheque drawn upon the **SONANI TRAINING AND COMMUNICATIONS CC's** banking account or Electronic Funds Transfer, except that in the case of items not exceeding a prescribed limit set by Management committee, payment may be made from petty cash, should this method be more expedient.
 - ▶ All cheques drawn on the **SONANI TRAINING AND COMMUNICATIONS CC's** banking account shall be signed by not less than two persons authorised by the Management committee to do so.
 - ▶ The Director shall have authority to make imprested or advances to Departmental Managers and to other officials when deemed necessary, for the payment of expenses not exceeding a prescribed limit, on any one item or for the provision of change. The Director shall have the authority to determine the level of any such advance from time to time, and to make rules for the management thereof.

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Salaries and Allowances

- ▶ The Human Resource Manager shall be responsible for the calculation and payment of salaries and allowances; and
- ▶ The Director shall be notified by the Human Resource Manager or Head of Administration of all appointments, promotions, dismissals, resignations, transfers, absences for any reason and all the matters which may affect the emoluments of employees of the **SONANI TRAINING AND COMMUNICATIONS CC**. The submission of such information to The Director shall be in such form and at such dates and times as the he may determine from time to time.

Capital Expenditure

No capital expenditure shall be incurred on any project unless:

- ▶ The formal approval of the Management committee to such expenditure has been obtained.

Operating Income and Expenditure

- ▶ No saving on an amount budgeted for a specific purpose may be applied to meet expenditure for another purpose without the approval of the Management committee; and
- ▶ Should a Head of a Department have reason to believe that any budgetary provision is or will be insufficient, or that estimated income is unlikely to be received, he shall forthwith report to The Director or his/her delegate for consideration by the Board. The reasons for the excess expenditure (or shortfall in income) shall be stated and any reductions that can be affected in order to meet the excess shall be indicated.

Goods and Materials

- ▶ All goods and materials belonging to the **SONANI TRAINING AND COMMUNICATIONS CC** and held for future use shall be retained in the **SONANI TRAINING AND COMMUNICATIONS CC's** main office. With the approval of The Director, certain goods and materials may be held by Staff in a separate office, provided that all items not required shall be returned to the Main office;
- ▶ An office record reflecting full particulars of purchases and issues of goods and materials and the balances of stock on hand shall be maintained by the Administration Manager or his/her delegate. Similar office records shall be maintained by Departmental Managers in respect of sub-offices under their control. The average monthly use of each item of stock shall be determined as well as the number of months' stock is to be held.

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- ▶ Stock shall not, except where The Director or his/her delegate is satisfied that special circumstances exist, be carried by or for any office in excess of normal requirements. Whenever it appears to The Director or his/her delegate that a proposed purchase would result in infringement of this clause, he shall draw the attention of the Head of the office concerned thereto.
 - ▶ Requisitions for goods and materials shall be signed by the Head of the office provided written notification of such nominees and the extent of their authority is given to the Administration Manager.
 - ▶ The Director or his/her delegate shall be responsible for the ordering, custody and issue of receipt forms, tickets, tokens, vouchers of value, and such other stationary as he may deem necessary to control;
 - ▶ The amount and value of any surpluses and shortages in stock revealed in stock-taking shall be reported to The Director, together with reasons for discrepancies. Any adjustments must be formally authorised by the Management committee, save and except that The Director may authorise adjustments in stocks and losses not involving negligence or identifiable theft, provided favourable audit reports are presented in all cases;
 - ▶ The Director shall at least once each year cause stock to be taken of all offices and other loose property under his/her control. A report on such stocktaking shall be compiled and certified by the persons appointed by The Director to take stock and such certified report shall be laid before the Management committee. The report shall indicate:
 - ▶ The value of the offices and other loose property found at the stock-taking;
 - ▶ Whether a suitable record has been maintained showing what articles should have been found at stocktaking;
 - ▶ Any discrepancies between the articles found at stocktaking and the record referred to above; and
 - ▶ The offices in respect of which no issues have taken place since the previous stock-taking.

Insurance

- ▶ The Director or his/her delegate shall be responsible for the management of the **SONANI TRAINING AND COMMUNICATIONS CC's** insurances covering such

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risks as the **SONANI TRAINING AND COMMUNICATIONS CC** may carry from time to time;

- ▶ The Director shall be responsible for the placing of insurances as approved by the Board from time to time;
- ▶ The Director shall be responsible for ensuring that the insurance cover in respect of assets under his/her control is sufficient having regard to the current value and replacement costs of these assets and shall be notified immediately of the acquisition or disposal or any change in insurable value of any asset;
- ▶ The Director shall provide the Management committee with Schedules of all insured items stating their value annually, and the premium for the following year; and
- ▶ The Departmental Managers shall notify The Director promptly of all accidents, damage or loss involving the **SONANI TRAINING AND COMMUNICATIONS CC's** employees or assets and refer all claims received to him/her/for attention.

Accounting

Financial Statements

- ▶ The Director or his/her delegates shall prepare financial statements annually and report thereon to the Financial Committee.
- ▶ No revenue collection or accounting system shall be introduced in any Cost Centre and no alteration shall be made to any existing system unless the approval of The Director has first been obtained.

Assets

- ▶ Each Administration Manager shall be responsible for an annual inventory for furniture, equipment and other movable property under his/her control showing quantities and values;
- ▶ The **SONANI TRAINING AND COMMUNICATIONS CC** shall at least once in each year cause stock to be taken of all offices and other loose property under its control. A report on such stocktaking shall be compiled and certified by the persons appointed by The Director to take stock and such certified report shall be laid before the Board;
- ▶ The report shall indicate:
- ▶ The value of the offices and other loose property found at the stocktaking;

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- ▶ Whether a suitable record has been maintained showing what articles should have been found at stocktaking;
- ▶ Any discrepancies between the articles found at stocktaking and the record referred to; and
- ▶ The offices in respect of which no issues have taken place since the previous stocktaking.

3.4.1.24 Marketing Management & Research Policy

- ▶ The **SONANI TRAINING AND COMMUNICATIONS CC** will conduct an Annual Competitor Analysis in order to ascertain their presence as part of their Marketing Management & Research Policy in the market place. This will be based on the following factors:
 - o Products
 - o Price
 - o Quality
 - o Selection
 - o Service
 - o Reliability
 - o Stability
 - o Expertise
 - o Company Reputation
 - o Location
 - o Appearance
 - o Sales Method
 - o Credit Policies
 - o Advertising
 - o Image
- ▶ Strengths and Weaknesses will be judged by **SONANI TRAINING AND COMMUNICATIONS CC** against two major competitors whereby the Importance of the various Factors to customers will be taken into consideration.
- ▶ Marketing of **SONANI TRAINING AND COMMUNICATIONS CC** learning programmes will be conducted via:
 - o **SONANI TRAINING AND COMMUNICATIONS CC** website
 - o Monthly Newsletters
 - o Adverts on various Editorial Publications
 - o Social Media (Facebook, Twitter, Skills Pages etc)

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3.4.1.25 Template for Competitor Research Analysis

| FACTOR | Me | Strength | Weakness | Competitor A | Competitor B | Importance to Customer |
|-----------------------|----|----------|----------|-----------------|-----------------|------------------------------|
| Products | | | | | | |
| Price | | | | | | |
| Quality | | | | | | |
| Selection | | | | | | |
| Service | | | | | | |
| Reliability | | | | | | |
| Stability | | | | | | |
| Expertise | | | | | | |
| Company Reputation | | | | | | |
| Location | | | | | | |
| Appearance | | | | | | |
| Sales Method | | | | | | |
| Credit Policies | | | | | | |
| Advertising | | | | | | |
| Image | | | | | | |

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3.5 POLICY 5: ADMINISTRATION AND COMMUNICATION POLICY

SONANI TRAINING AND COMMUNICATIONS CC will implement procedures for Administration and Communication, which will take into consideration the needs of Learners, contractors/facilitators and stakeholders.

Administration

Administration procedures will include requirements for ensuring a Management Information System (MIS) is established and implemented.

The MIS will include a computerised Learner database and provide accurate information required for internal management of administrative functions and external liaison with SAQA and the relevant ETQA. Information will include updates on key performance indicators required by these bodies, at the required intervals, as well as on **SONANI TRAINING AND COMMUNICATIONS CC** performance indicators for its objectives. Procedures will include the use of statistical techniques to analyse and review the information, particularly for its accuracy. There will be adequate controls to protect the security of information, and to ensure efficient access to information.

Communication

Communication procedures will include requirements for ensuring reliable communication and dissemination of information within the organisation, especially when change is planned. There will be an appropriate staff structure with regular communication where information is gathered and given, analysed and interpreted, and at which necessary action is identified clearly, with responsibilities and deadlines decided. Meetings will act as a focus for reviews and provide opportunities for contractors/facilitators at all levels to participate in decision-making.

Procedures will be implemented for conveying information accurately from Learners, Staff Stakeholders and Management to all appropriate areas and persons, and for routine communications between facilitators. Procedures will be implemented for establishing and maintaining all contacts appropriate to **SONANI TRAINING AND COMMUNICATIONS CC** Education and Training services, e.g. SAQA, ETQA's, individual employers, professional and employer organisations.

SONANI TRAINING AND COMMUNICATIONS CC will use computer-based technology to the greatest possible extent to support the administration and communication procedures.

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3.5.1 Communication procedures

Potential clients, present, past and current learners can communicate by means of one-on-one interactions, telephonic communication, fax as well as Internet or any other means of communication.

Internal communication

Internal communication allows for learners to have access to learning as well as administrative information as required to further learning in its broader sense.

External communication

External communication allows external organisations e.g. SAQA and employers to access academic and administrative information as required to further learning in its broader sense.

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3.6 POLICY 6: RESOURCE MANAGEMENT POLICY

Provision of Resources

SONANI TRAINING AND COMMUNICATIONS CC will identify and provide Human, Physical and Financial resources for carrying out all required functions and activities of the organisation.

Human Resources

SONANI TRAINING AND COMMUNICATIONS CC will provide sufficient numbers of suitably qualified personnel, on a full time or part time basis, in order to ensure the quality of the learning experience and achievement of the specified Standards.

Physical Resources

SONANI TRAINING AND COMMUNICATIONS CC Physical resources including facilities, equipment and learning materials will be provided in order to support the learning process and be appropriate, suitable and sufficient. **SONANI TRAINING AND COMMUNICATIONS CC** will provide a safe environment for the needs of learners, staff and visitors. Buildings will be structurally sound and secure covered by a planned maintenance programme. Premises and facilities will be suitable for the functions they are used for, large enough and capable of operating throughout the year with suitable temperature, ventilation and light.

Use of facilities for training and teaching and recreational and social activities will be planned, and will include refreshment services and facilities, where required, to meet the needs of learners, staff and visitors.

Equipment (machinery, tools, and vehicles) and materials (consumables) will be adequate in type and amounts for the number of learners and the programmes undertaken. All equipment will be well maintained, safe and secure.

Financial Resources

SONANI TRAINING AND COMMUNICATIONS CC will provide sufficient financial resources to ensure the organisation can function effectively when providing Education and Training Services. Financial resources will be managed in accordance with **SONANI TRAINING AND COMMUNICATIONS CC** Policy 4, Financial Management Policy.

3.6.1 Procedures on management, evaluation, maintenance and upgrading of facilities, resources and materials

- Facilities, resources and materials are managed in order to determine need for upgrading and replacement.

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- ▶ Facilities, resources and materials are maintained according to established needs.
 - ▶ Facilities, resources and materials are upgraded according to established needs.
 - ▶ An Asset Register will be kept of all the Assets of **SONANI TRAINING AND COMMUNICATIONS CC.**

3.6.2 Procedures on evaluation of usage of resources centre and materials

- ▶ A record is kept to determine the frequency of usage of the resource centre.
- ▶ Facilities and resources are evaluated in order to determine need for upgrading and replacement.
- ▶ Facilities and resources are maintained according to established needs.
- ▶ Facilities and resources are upgraded according to established usage needs.

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3.7 POLICY 7: STAFF SELECTION, APPRAISAL AND DEVELOPMENT POLICY

SONANI TRAINING AND COMMUNICATIONS CC realise that the quality and success of training facilitation is fundamental to the quality and success of the organisation as a whole.

Therefore **SONANI TRAINING AND COMMUNICATIONS CC** will implement procedures for Staff Selection, Appraisal and Development, which will include requirements for Recruitment, Selection, Appointment, Promotion and Termination of Services.

SONANI TRAINING AND COMMUNICATIONS CC will ensure the structure, level and type of staffing is appropriate for the Education and Training services provided.

Competences required of all staff to contribute to the organisation's objectives and do their jobs effectively will be identified and will be reflected in job descriptions/contracts and in recruitment, selection, and job allocation practices.

All newly recruited staff will go through an induction process.

Staff will be assigned to specific activities and tasks on the basis of being competent in relation to their roles and responsibilities i.e. to manage and carry out all aspects of **SONANI TRAINING AND COMMUNICATIONS CC** operations and to meet the demands of contracts and the number of Learners enrolled.

Competency will be determined on the basis of applicable education, training, skill and/or experience.

Contractor/facilitator training and development needs will be regularly reviewed and analysed. Facilitators will be encouraged to gain further qualifications particularly as assessors and internal moderators.

Management responsibilities for facilitators will be clearly allocated and evidence of systematic review of contractual arrangements will be maintained.

SONANI TRAINING AND COMMUNICATIONS CC will maintain comprehensive records of education, training, qualifications, skill and/or experience for all full time, part time and contracted staff.

Sample of a staff contract maybe as stated over the page:

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Date _____

**SONANI TRAINING
AND
COMMUNICATIONS
CC**

Dear

I am pleased to offer you a contract for facilitating in the following courses:

| | |
|-----------|--|
| 1. | |
| 2. | |
| 3. | |

The term of this contract is _____ this contract supersedes any previous discussion or verbal agreements you may have had regarding your terms or conditions of contract and constitutes the whole of the terms and conditions of your contract at **SONANI TRAINING AND COMMUNICATIONS CC**

Position Description

You have been contracted to fulfil a particular task as indicated in the position description attached.

Remuneration

Your remuneration will be paid to you at the end of the month of the completion of the facilitation, provided that all reports and assessments have been completed and submitted to **SONANI TRAINING AND COMMUNICATIONS CC**. You are required to prepare and invoice **SONANI TRAINING AND COMMUNICATIONS CC** of or services rendered. A 35% tax deduction will be taken from your remuneration unless **SONANI TRAINING AND COMMUNICATIONS CC** is invoiced through your company or you have a valid tax directive.

Facilitation and Assessment remuneration: R_____ Per day

Commission

Commission is payable to you upon closure of a sale initiated by way of a lead or referral

At a rate of 15% before Vat and does not include travelling and accommodation cost, if a sale is concluded on own effort a commission of 25% is payable on the sale being conclude and the funds reflect in the account of **SONANI TRAINING AND COMMUNICATIONS CC**

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Accommodation (if in excess of 50km from **SONANI TRAINING AND COMMUNICATIONS CC** offices)

Accommodation will be provided and paid for by the client.

Travel Allowance (if in excess of 50 km from **SONANI TRAINING AND COMMUNICATIONS CC** offices)

Travel allowance: R 2.50..... P/Km including Toll Fees

Termination

Other than in the case of you being guilty of serious misconduct, **SONANI TRAINING AND COMMUNICATIONS CC** may terminate your contract for a valid reason.

In the event of your contract being terminated by **SONANI TRAINING AND COMMUNICATIONS CC** for a valid reason, the company has the right to terminate your contract immediately.

Examples of valid reasons for termination include, but are not limited to:

- ▶ The Facilitators/Assessor performance fails to meet the standards and requirements as set out in the **SONANI TRAINING AND COMMUNICATIONS CC** policy.
- ▶ The Facilitators/Assessor illness or other incapacity (other than one that leads to a temporary absence (30%)), which sufficiently reduces the Facilitators/Assessors ability to perform his/ her designated duties.

Confidentiality

Unless you are authorized to do so, you are not to divulge any information you obtain as a result of your contract to: the media, the public generally, any other training provider or to any other personnel except and unless it is of a general nature and of general knowledge and you do so as a consequence of the performance of your responsibilities. All knowledge and / or information written or otherwise related to the activities of **SONANI TRAINING AND COMMUNICATIONS CC** obtained by you as a result and in the course of your contract, become the property of **SONANI TRAINING AND COMMUNICATIONS CC** Unless otherwise authorized during the term of your employment or thereafter, you must not divulge to any other source any such knowledge and information.

Upon completion of your contract with **SONANI TRAINING AND COMMUNICATIONS CC** you must return to **SONANI TRAINING AND COMMUNICATIONS CC** all papers, records, books, documents and other equipment that are in your possession which relates to any such information and / or knowledge of the activities of **SONANI TRAINING AND COMMUNICATIONS CC**.

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POSITION DESCRIPTION

Facilitator Name _____

Objectives and Responsibilities

You will facilitate the following course(s):

| Course | |
|--------|--|
| 1. | |
| 2. | |
| 3. | |

Contact person will be:

Name _____

Telephone No. **W** _____ **C** _____

Email _____

Your responsibilities include:

- ▶ To represent **SONANI TRAINING AND COMMUNICATIONS CC** during your period of contract and to act in a manner that will not detract from the good name and standing of the company.
- ▶ Ensure that all your course work is executed timorously and effectively.
- ▶ You will undertake to ensure that any additional study material that you use is correctly produced and relevant.
- ▶ Ensure that all study materials are issued to learners.
- ▶ Ensure that your material is facilitated as set out in the unit standards (ETDP).
- ▶ You are to adhere to all quality and safety standards as stipulate and you are to ensure that all learners are informed of these standards.
- ▶ You are to ensure that the learners complete the “facilitator evaluation forms”.
- ▶ You are to draw up a brief report in **electronic format** on each learner (The report must relate to the learning intervention and possible pitfalls that could lead to the learner not being deemed competent) and hand it in to **SONANI TRAINING AND COMMUNICATIONS CC** at the end of the facilitation period.
- ▶ You are to assist in the overall classroom management to ensure that the learners remain focused on the learning process. Facilitators/Assessors cannot be seen to

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take a position independent of **SONANI TRAINING AND COMMUNICATIONS CC** in the execution of their assigned duties.

- ▶ You are to adhere to the administrative procedures that will be given to you together with all the necessary documents that are required for this phase.
- ▶ You are to return all facilitation evidence to **SONANI TRAINING AND COMMUNICATIONS CC** for filing.

You are to treat the learners with respect and dignities at all times, and remember that the learners are central to the learning process and should have every opportunity to be successful.

Accountability

You are directly accountable to the Owner _____ for the effective execution of your duties.

Performance Measures

The assessment process will be two-fold:

- ▶ Your performance will be evaluated by means of the learner and stake holder reviews / evaluations,
- ▶ The **SONANI TRAINING AND COMMUNICATIONS CC** Quality Assurance / moderation process as well as an **SONANI TRAINING AND COMMUNICATIONS CC** Training facilitator appraisal

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| | | | | | | | | | | | | | | | | |
| _____ Facilitator/Assessor | <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;">D</td><td style="width: 20px; height: 20px;">D</td><td style="width: 20px; height: 20px;">M</td><td style="width: 20px; height: 20px;">M</td><td style="width: 20px; height: 20px;">Y</td><td style="width: 20px; height: 20px;">Y</td><td style="width: 20px; height: 20px;">Y</td><td style="width: 20px; height: 20px;">Y</td> </tr> </table> Date | D | D | M | M | Y | Y | Y | Y | | | | | | | |
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3.7.1 Staff member status

Definition of staff member status:

- ☐ **Permanent Staff Members** – Members who have completed the probationary period successfully.
- ☐ **Part Time Staff Members** – Members who are hired on a temporary or seasonal basis.
- ☐ **Student Staff Members** – Persons of 18 years and younger who have not completed their high school education but are continuing studies while working for the company.
- ☐ **Casual staff members** – Persons employed for a period shorter than 24 hours a month.
- ☐ **Contract workers** – Persons performing tasks for the company on a contract basis. The service ends when the contract expires or the task is completed.

3.7.2 Attendance & time off

Office hours are from 08h00 till 16h30, or as arranged, Monday to Friday.

Due to some excessive workloads, some departments may have to work longer hours than stated above.

Breaks: Tea breaks are allowed from 10h45- 11h00 and 15h00 to 15h15. Lunch hours will be taken from 13h00-14h00, or as arranged. All of these breaks are on paid time.

3.7.3 Leave

Holiday entitlement is as follows:

3.7.3.1 Annual Leave

In terms of this contract employees are entitled to leave of fifteen (15) working days per year.

| LENGTH OF SERVICE | NO. OF DAYS PER LEAVE CYCLE |
|-----------------------------|-----------------------------|
| Up to 3 months service | Nil |
| 3 months – 5 years' service | 15 Days |
| 5-10 years' service | 20 Days |
| Over 10 years' service | 25 Days |

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All holiday arrangements are subject to prior approval. The holiday year runs from 1st January to 31st of December. Holiday pay is calculated on the basic rate as specified in the employment contract. A minimum of three weeks annual leave must be taken.

Any unused leave may be carried over to another year at the discretion of the Company.

Due to the fact that employees enter this employment contract after a long period as a contract consultant with the organization, annual leave will be calculated from January to December for this first year and for each year after that.

On leaving the Company's service, employees will receive any outstanding accrued holiday entitlement calculated on a pro-rata basis, except when three months' service has not been completed. Any paid holiday will be deducted from the final salary if three months' service has not been completed on the termination date.

If employees are ill during holidays they will not receive extra entitlement. Failure to return to work on the due date may lead to disciplinary action.

Holiday taken in excess of entitled leave is at the Company's discretion only. The bulk of this leave should be taken from the 15th December to early January of the following year. Times for other leave must be negotiated with the Manager in terms of the needs of the office.

The Company advises that at least one period of no less than 5 days annual leave should be taken during the year, and that prior approval for more than two weeks' holiday at one time must be obtained.

A maximum of five (5) days may be carried over to the next year with the authorization of the Manager. The (5) days will expire after the first 6 months of the new leave year.

Application for annual leave should be made as early as possible, but not later than two weeks before the proposed date.

3.7.3.2 Sick leave

During the first six months of employment employees are entitled to 1 (one) day's paid sick leave for every twenty-six (26) days worked. After six months, employees are entitled to 30 working days' paid sick leave during each period of 36 consecutive months.

Staff members are required to notify the organisation as early as possible on the day of illness. Staff members should indicate the probable cause for the absence as well as the estimated time of absence.

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A medical certificate must be submitted if employees are unfit for work for two (2) consecutive days, in order for sick leave to be paid.

A medical practitioner or any other person who is certified to diagnose and treat patients and who is registered with a professional council established by an Act of Parliament must sign the medical certificate.

A medical certificate must also be provided if an employee is ill on a Friday or a Monday, or before or after a public holiday.

In the case of an employee's dependant (a person for whom the employee cares and for whom he is financially responsible) who needs medical attention at home, up to five (5) days of the ten (10) days' sick leave per annum will be awarded for the care of the dependant. The Manager must approve this leave before it may be taken

When a staff member is absent as a result of an accident that occurred in the workplace and compensation is claimed by **SONANI TRAINING AND COMMUNICATIONS CC** under the Compensation for Occupational and Diseases Act, the normal sick-leave cycle will not be affected.

3.7.3.3 Unpaid leave of absence

It is not the policy of **SONANI TRAINING AND COMMUNICATIONS CC** to grant unpaid leave.

3.7.3.4 Family responsibility / Compassionate leave

Employees are entitled to **3 (three)** paid working days family responsibility leave per 12-month leave cycle, at the request of the staff member, in the following cases,

- ▶ If the spouse or life partner, parent, adoptive parent, grandparent, child, adoptive child, grandchild or sibling dies.
- ▶ When a staff member's child is born
- ▶ Should circumstances require further leave on compassionate grounds, the owner will decide on this matter.

3.7.3.5 Maternity leave

SONANI TRAINING AND COMMUNICATIONS CC recognises the right of female staff to be granted a reasonable period of maternity leave and the right to security of employment.

In the event of employees falling pregnant they are entitled to 4 continuous months of maternity leave. This leave may start any time from 4 weeks before the expected date of

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the birth. The length of maternity leave can be extended by the Manager to a maximum of six (6) months on application by the employee on condition that annual leave is used.

If an employee has a miscarriage during the third trimester of pregnancy or bears a stillborn child, she is entitled to maternity leave for six weeks after the miscarriage or stillbirth, whether or not the employee had commenced maternity leave at the time of the miscarriage or stillbirth.

In terms of the law maternity leave is unpaid.

Staff, who qualify for UIF maternity benefits may apply for these benefits.

3.7.3.6 Skills development leave

Special leave to develop skills relevant to the job of the employee will be considered, on written application. A maximum of 5 days per annum is allowed.

3.7.3.7 Religious holidays

SONANI TRAINING AND COMMUNICATIONS CC staff can observe all appropriate religious holidays as paid holidays. Employees are required to inform the manager of such religious holidays before taking such leave.

3.7.4 Retirement

The company does not provide a pension plan for any member. Accumulated sick leave is not paid out at the time of retirement or upon termination of employment.

3.7.5 Job analysis

Before any thought is given to advertising a vacant position at **SONANI TRAINING AND COMMUNICATIONS CC**, we will ensure that a thorough job analysis (a process whereby important information about a job is collected) of the position is available.

This will consist of a job description (information about the job) and a job analysis (information about the person).

The job description includes inter alia the following:

- ▶ Job title
- ▶ Location of work
- ▶ Summary of work
- ▶ Duties
- ▶ Machinery and tools

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-
- ▶ Materials
 - ▶ Supervision
 - ▶ Working conditions
 - ▶ Dangers related to the job

The job specification is a statement of what qualifications the applicant needs to hold in order to be able to do the work. These include:

- ▶ Training
- ▶ Experience
- ▶ Education
- ▶ Decision-making skills
- ▶ Physical strength
- ▶ Physical skills
- ▶ Responsibility
- ▶ Communication skills

The job specifications will aid **SONANI TRAINING AND COMMUNICATIONS CC** in the appointment of new employees, control purposes, performance appraisal, promotions, and the identification of training needs and the establishment of salary skills.

SONANI TRAINING AND COMMUNICATIONS CC will at all times keep in mind that the job analysis should include the absolute minimum requirements for a prospective employee to perform the job.

3.7.6 Staff recruitment

SONANI TRAINING AND COMMUNICATIONS CC recognises that recruiting and selecting the right people are critical to the achievement of the objectives set by the company. It is for this reason that the recruitment policy should be thorough and implemented correctly.

The owner must give authorisation for the recruitment process to take place. **SONANI TRAINING AND COMMUNICATIONS CC** is, however, not obliged to fill vacancies or make an appointment for the advertised position.

The usual procedure that is followed if a position becomes vacant is to recruit an employee from within the organisation or to recruit people who attended **SONANI TRAINING AND COMMUNICATIONS CC** training and were touched by it in such a way that they want to become part of the **SONANI TRAINING AND COMMUNICATIONS CC** team or to recruit a suitably qualified person from a referral by employees or other.

If an advertisement is used as a recruitment tool, it will include the following information:

- ▶ Job title

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- ▶ Salary
 - ▶ Important features of the work
 - ▶ Requirements of the successful applicant
 - ▶ Fringe benefits
 - ▶ Application procedures
 - ▶ Details of the person in charge of applications

Thorough consideration will be given to the fact that the advertisement should not unfairly discriminate against any possible applicant with regards to requirements and that the advertisement is accessible to all possible applicants.

Recruitment is based on persons' suitable qualifications, relevant experience and passion for the position on offer.

SONANI TRAINING AND COMMUNICATIONS CC will endeavour to recruit and select individuals from across the range of South Africa's diverse community.

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3.7.7 Selection

The steps of the selection process will be:

| Steps in selection process | | Action/task to be undertaken |
|----------------------------|---|---|
| 1. | An application form should be completed & submitted. | |
| 2. | The manager should review the application form. | <ul style="list-style-type: none"> • Evaluate information on form • Compare it to the job specifications |
| 3. | A pre-screening of applicant will be done. | <ul style="list-style-type: none"> • Filter out those candidates who obviously do not match up to the specifications of the job. |
| 4. | The candidate must undergo the appropriate psychometric testing. | <ul style="list-style-type: none"> • Evaluate information obtained from the tasks, projects or tests, constantly comparing the performance to the requirements in the job specification. |
| 5. | The relevant HR person should check the references that the applicant has provided on his/her application form. | <ul style="list-style-type: none"> • Phone, e-mail or visit previous employers or referees as stated on the applicant's application form. This will determine the credibility of the individual. |
| 6. | All information must be reviewed and a shortlist of candidates drawn up. | <ul style="list-style-type: none"> • Review all information • Compile a short list of candidates and inform these applicants of the time and date of the employment interview |
| 7. | Conduct the employment interview | <ul style="list-style-type: none"> • Conduct the interview and keep notes during the interview. |
| 8. | Final selection must take place after individual interviews. | <ul style="list-style-type: none"> • A letter of appointment & employer's contract should be drawn up & signed by both parties. A personal file must be opened for the new employee. • Unsuccessful candidates should be notified in writing. |

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3.7.8 Employment of relatives

The hiring of relatives is not advocated, nor discouraged. In a case of both spouses working at **SONANI TRAINING AND COMMUNICATIONS CC** the company will not be held responsible for or obligated to accommodate work hours or holiday schedules. Interference in working relationships because of the employment of relatives will not be considered as acceptable practice. Incidents of this kind will be dealt with by appropriate management level.

3.7.9 Student employment

It is our policy to accommodate student employees in order for them to generate an income while studying, as well as gaining valuable working experience, where possible. We offer remuneration packages and accommodate the staff member regarding working hours and leave to write exams.

3.7.10 Re-employment of former staff

Former staff members who left the company in good repute will be considered for re-employment.

3.7.11 Probationary period

The initial probationary period for permanent candidates will be set at three months. This time will serve as a period of familiarisation of the newly appointed employee with their new job. It will give him/her the opportunity to become acquainted with **SONANI TRAINING AND COMMUNICATIONS CC**; its policies & procedures. Reasonable assistance & coaching will be provided and the new employee will be supervised closely. If the new employee does not perform adequately, employment with **SONANI TRAINING AND COMMUNICATIONS CC** will end.

3.7.12 Induction of new employees

At **SONANI TRAINING AND COMMUNICATIONS CC** we strive to have happy and satisfied employees and therefore we take great care in introducing them to the organisation. The following procedure will be set as guideline if a new employee is appointed:

- **Before the new employee arrives at the business**
 - ▶ Congratulate the person
 - ▶ Send a letter of welcome and an information brochure on the organisation.

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- ▶ If possible, send a copy of the **SONANI TRAINING AND COMMUNICATIONS CC** Quality Management System for the new employee to familiarise him/herself with.
 - ▶ Ensure that the individuals' workspace / office is in order
 - ▶ Inform all other employees of the newcomer and what his/her tasks will be.

- **On the first day**

- ▶ Meet the new employee and introduce him/her to the relevant colleagues
- ▶ Finalize all administrative matters such as personal details, etc.

- **During the first two weeks**

- ▶ Systematically introduce the employee to the following:
 - Duties and responsibilities
 - Method and time of salary/payment
 - Working hours, leave, lunch and tea-times
 - The use of the telephone
 - Dress code
 - Recreation facilities

- **During the first six months**

- ▶ Ensure that the employee develops
- ▶ Identify training needs and organize training

3.7.13 Performance evaluation

SONANI TRAINING AND COMMUNICATIONS CC recognises that performance evaluation is a key element in the development of our organization's most vital resource – our employees.

SONANI TRAINING AND COMMUNICATIONS CC has identified the following objectives for our performance appraisal:

Evaluative: used for compensation decisions, staffing decisions and to evaluate our selection system.

Developmental: to give feedback on performance, to give direction for future performance, and to identify training and developmental needs.

Managers accept and understand the need to measure performance at all levels consistently.

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Managers have the relevant knowledge and skills to perform the process and are committed to manage subordinates in this way.

The outcome of the performance evaluation is managed in such a way that employees are aware of the link between their performance and the subsequent rewards/training.

The whole process is transparent and can be openly challenged and defended.

Both manager and subordinate sign the performance evaluation as valid, balanced and fair.

3.7.14 Compensation

Salary reviews are influenced by three conditions: personal performance, company performance, and economic factors.

It is our policy to provide yearly earnings for our staff and to pay each person according to his/her performance.

Salaries will be reviewed on an annual basis. It is not guaranteed that salary levels will be increased.

3.7.15 Promotions

It is the Company's policy to promote all employees internally when a position becomes vacant or the need for a particular position arises before sourcing external candidates.

The available position will be posted on the Staff Notice Board and all employees who feel they meet the full requirements will be considered for the promotion.

3.7.16 Working conditions

The company promises that working conditions will be clean, healthy, safe and secure. Efficient machinery, modern systems and proper organization ensure convenient conditions for staff members.

3.7.17 Recognition of service

To recognize the length of service in the company, a vacation structure with added days for years worked, was designed & implemented to reward staff members.

3.7.18 Hours of work

Shifts need to be established for all members to maintain a work standard. It is not our policy to pay overtime rates for work outside established work hours.

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3.7.19 Wage & salary administration

All wages and salaries will be administered by the Company financial manager.

3.7.20 Overtime

Conditions For Overtime:

Overtime is only paid to employees that are not in a managerial position.

The manager must approve overtime in advance. It is accepted that in certain instances, prior authorization cannot be obtained. In these instances the company will consider payment, provided that the circumstances justified the overtime worked. This decision is at the discretion of management.

No overtime is payable to employees who are on assignment.

Payment Of Overtime:

Overtime is paid as per the Labour Relations Act.

The amount of time-off and leave granted will be the same as the amount of overtime worked.

Leave accrual will only be allowed in instances where at least four hours of overtime was worked.

3.7.21 Absenteeism & tardiness

Regular attendance during scheduled hours of work, reporting to work on time, and continuing to work till the end of the work period, are essential. Unsatisfactory attendance, including late arrivals and quitting early, may lead to disciplinary action. It is vital that staff members are present on the job regularly. If an employee knows in advance that he will be absent, sufficient time should be permitted to make arrangements for alternative staff to fill the vacancy for the duration of the absence.

3.7.22 Travel expenses

Reimbursement to employees, who use their own vehicles for company related business, is at a rate of R2.50 per kilometre.

A logbook should be kept indicating the date, purpose and distance of the trip.

Travel allowances are meant to cover all reasonable expenses incurred during the stay, including:

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- ▶ Travelling
 - ▶ Meals not provided
 - ▶ Laundry and toiletries
 - ▶ Entertainment
 - ▶ Telephone calls
 - ▶ Other sundry expenditure

If requested the standard allowance will be paid in advance prior to the commencement of the assignment. If not requested, the allowance will be included in the monthly salary payment.

No allowances will be paid for assignments of less than one day.

3.7.23 Job security

Job security is ensured by staff members adhering to company policies & procedures as documented in the Quality Management System. We maintain our competitive strength (on which job security is based); by producing greater value services for our clients, selecting capable managers, conducting regular training with staff members and by keeping up to date with current technology.

3.7.24 Disciplinary actions

At **SONANI TRAINING AND COMMUNICATIONS CC** our aim is to correct rather than punish inappropriate behaviour of our employees. Therefore discipline will be performed in a fair and consistent way.

Employees who have been disciplined have the right to appeal against the disciplinary measures that have been taken against them.

Where the possibility of dismissal exists, a disciplinary hearing will be held to decide whether a continued employment relationship is tolerable or not.

3.7.25 Conduct and performance

Reasons for disciplinary action will mainly be unacceptable behaviour (misconduct) or inferior performance of staff.

- ▶ Corrective action will be taken in the case of misconduct. This includes the issuing of a direct warning, or if the employee will not comply with the corrective behaviour, his/her contract may be summarily ended.
- ▶ Poor performance is seen as an employee who is willing to perform, but through incapacity is unable to comply with the needs of the organisation. Such staff members need to receive training, education, advice and

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counselling in order to help them comply with the demands and needs of the organisation.

- ▶ Please see Code of Conduct attached

3.7.26 Disciplinary guidelines

Staff can be disciplined and dismissed for breaking rules such as:

- ▶ Negligence
- ▶ Refusal to obey reasonable and lawful instructions
- ▶ Failure to observe conditions of employment
- ▶ Disregarding company values, rules and/or procedures
- ▶ Dishonesty or unauthorised possession of the organizations property
- ▶ Endangering the safety of others and the community
- ▶ Assault
- ▶ Repeated deliberate absence
- ▶ Insubordination
- ▶ Possession and/or being under the influence of alcohol or drugs on the worksite during working hours.
- ▶ Theft
- ▶ Criminal conviction

3.7.27 Disciplinary procedure

| Behaviour: | Steps to be taken: |
|----------------------------|--|
| Minor misconduct | Informal warning |
| Repeated minor misconduct | Steps increase in severity: First warning, second warning, final warning, etc. |
| Serious case of misconduct | Final written warning or dismissal |

A witness should be present and declare presence with their signature if a formal (written) warning is issued to a staff member.

Staff members have the following rights in formal disciplinary action (as prescribed by the Labour Relations Act):

- ▶ To be represented by a fellow staff member (no outsiders)
- ▶ To know the accusations
- ▶ To state a case
- ▶ To ask questions
- ▶ To get copies of documents
- ▶ To bring witnesses

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- ▶ To provide mitigating circumstances
 - ▶ To appeal the decision

3.7.28 Counselling

When a staff member of **SONANI TRAINING AND COMMUNICATIONS CC** is contravening the Standards and Regulations, he/she is breaching his/her employment contract. Therefore the organization has the right to take disciplinary action against the member of staff.

However, in order to follow a fair procedure, the following will be considered before any form of action against the staff member is taken:

- ▶ Has the staff member been properly informed of the requirements and why they exist?
- ▶ Were the consequences of contravention of Rules clearly communicated to the staff member?
- ▶ Has the staff member received past counselling for behaviour or performance and to what extent?
- ▶ Are the rules reasonable?
- ▶ What possible causal factors have led to the point where disciplinary action is needed?

The organization recognises that counselling involves a process of problem-solving and not a way to discipline the member. This stage is actually to avoid formal disciplinary action and seeks to find the cause rather than the symptoms of the problem.

3.7.29 Disciplinary hearing

The guidelines for disciplinary hearings in the Code of Good Practice Schedule 8 in the Labour Relations Act serve as basis for the organisations Disciplinary hearing procedure.

1. Notification of a formal disciplinary hearing must be given to all parties involved. The transgressing staff member must receive this notification in writing and will receive adequate time to prepare for the hearing.
2. A chairperson who is not a witness or in any way involved in the investigation will be chosen.
3. The staff member and his/her representative, witnesses and interpreter (if necessary) should be present at the hearing.
4. All relevant information must be made available to both parties
5. The chairperson must ask the staff member if he/she pleads guilty to each charge that is brought against him/her.

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6. Each side gets a chance to summarise their case and to cross examine the other party.
7. The chairperson will adjourn the hearing to make a decision made on the balance of probability.
8. When the chairperson has decided, the staff member can return to work if he/she is innocent.
9. If the staff member is found to be guilty, mitigating and aggravating pleas will be heard in order to determine the relevant disciplinary action to be taken. However disciplinary action should always be undertaken in a consistent manner with regard to the degree of misconduct.
10. The chairperson must inform the staff member and his representative in writing of the findings and disciplinary action to be taken as soon as possible after the enquiry has taken place.
11. The staff member must be informed that he/she has the right to appeal the decision under the Labour Relations Act.

3.7.30 Right to appeal

A staff member can appeal against any formal disciplinary action taken by management regarding the conduct or performance of that staff member.

Any appeal must be in writing and must reflect the reasons for the staff member's disagreement with the actions taken.

The appeal must be lodged within three days of the decision.

The appeal must be referred to an appropriate manager who will review the decision with regard to the reasons provided by the staff member.

Should in his or her assessment there be evidence that the matter has not been handled correctly, the situation can be rectified by (amongst others) the following: overturning of the disciplinary action; calling an appeal hearing; and referring the matter back for a complete re-hearing under a new chairperson.

When no such grounds are found, he/she will communicate the decision in writing, thereby rejecting the grounds of the appeal with reasons.

3.7.31 Dispute handling

Where an appeal is rejected or the resultant outcome does not satisfy the staff member, he/she retains the right to refer the matter to independent mediation/arbitration hearing at the CCMA (Commission for Conciliation, Mediation and Arbitration). A dispute declaration must be made within 30 days of the disputed action.

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3.7.32 Termination

It is our intention to provide continuous employment to all staff members. However, conditions may arise which necessitate the termination of a staff member's employment.

Termination – a permanent separation between the Company and the staff member.

Resignation – a voluntary permanent separation initiated by the staff member.

Dismissal – a permanent separation for cause, initiated by the Company.

Retrenchment – a Company initiated decision to discontinue employment for a staff member or, usually a number of staff members, due to a decreased workload.

3.7.33 Notice & severance pay

Full time staff members who have completed three consecutive months of service, and are retrenched, will be given at least two weeks' notice before the date specified. At least two weeks' pay will be transferred in lieu of such notice. A full time staff member is required to give one full month's notice to the company.

Members, who have not completed the probationary period, can have their employment terminated without prior notice. The hours worked and 4% vacation pay should be remunerated.

3.7.34 Staff relations

Staff members must be passionate, happy and fulfilled by the function contributed to the company. Each member should be able to maintain a reasonable standard of living with the remuneration they are offered. Remuneration levels should be linked to each person's function in the business and the staff member should be constantly encouraged to perform better, with company incentives. This relationship will create mutual responsibilities for the **SONANI TRAINING AND COMMUNICATIONS CC** management & staff members. We promote harmonious working relationships with stakeholders and urge them to resolve conflict peacefully & immediately.

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3.7.35 Human resources procedures

Human resources procedures will be:

| | | |
|-----|---|--|
| 1. | Application Forms (Docs for the recruitment process) | |
| 2. | Letter of appointment | |
| 3. | Employment Contracts (outsourced to company lawyer) | |
| 4. | Maintenance of Job Description | |
| 5. | Maintain & update Company Policies (Employee handbook) | |
| 6. | Maintain Employment Equity Plan | |
| 7. | Attendance Record | |
| 8. | Disciplinary Records | |
| | 8.1 At the appropriate time during the Disciplinary or Grievance procedures – Executive Management will evaluate, investigate and discuss problem behaviour/actions with the responsible person and agree on how corrective action is going to take place to solve the problem. | |
| 9. | Salary Records | |
| 10. | SETA Records | |
| 11. | Training records of SONANI TRAINING AND COMMUNICATIONS CC Employees | |
| | 11.1 Do employee development planning by conducting training needs analysis. | |
| | 11.2 Two-way discussion between team leader and employee. | |
| | 11.3 Management observation | |
| | 11.4 Performance Appraisal | |
| 12. | Arrange training for employee's members. | |
| 13. | Control planned training and implement in annual budget planning. | |
| 14. | Source new trainers | |
| 15. | Create a company plan/layout that clearly indicates roles, responsibilities and accountability of parties involved. | |

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3.7.36 Employment equity

At **SONANI TRAINING AND COMMUNICATIONS CC** we recognise that differences exist in the South African workplace with regards to gender, race, disability, culture, etc. as a result of previous (preceding 1994) discriminatory laws and practices that must now be rectified.

It is **SONANI TRAINING AND COMMUNICATIONS CC** policy to select, promote and deal with staff members without discrimination based on race, religion, culture, or sex or any of the grounds specified in the Labour Relations Act (66 of 1995). We promote the constitutional right of equality and do our best to eliminate unfair discrimination within the company.

We commit to the implementation of an Employment Equity Plan at **SONANI TRAINING AND COMMUNICATIONS CC**, subject to the provisions of the Employment Equity Act.

We aim to promote diversity in our workforce in order to realize a workforce profile that is representative of the demographics of South Africa (keeping the demographics of the province where work is performed in mind.)

The goals of the Employment Equity Plan may not be reached in one year but over several years. The equity programme is adjusted according to work force statistics.

This plan will not cause any person to lose their job or serve as opportunity for advancement. The goal is to introduce change and to be representative of the demographic work force.

Staff selection is done on a non-discriminatory basis and the performance appraisal will be judged according to competency.

SONANI TRAINING AND COMMUNICATIONS CC will make a determined effort to recruit people from all designated groups at all levels where such persons are under-represented. This effort will depend on the pool of applicants for positions and **SONANI TRAINING AND COMMUNICATIONS CC** commits to develop people from designated groups to fulfil the positions.

Affirmative action measures, (as prescribed by the Employment Equity Act) will not be seen as discriminatory practices.

Medical testing of applicants for positions will not be carried out unless it can be justified with regards to medical facts, employment conditions or if it pertains to an inherent requirement of the job.

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Advertisement campaigns of any position at **SONANI TRAINING AND COMMUNICATIONS CC** shall not exclude any person from applying for the position in question. This will be executed by ensuring that advertisements are easily accessible to people from designated groups.

Members are asked to practise patience with language & cultural barriers in the workplace. Patience and support is the key to breaking down these barriers.

3.7.37 Objectives of the employment equity plan

- ▶ To identify and eliminate all forms of unfair discrimination in the policies and procedures, practices, and working environment of our organisation.
- ▶ To provide realistic advancement opportunities for previously disadvantaged groups, and, in so doing, maintain a representative workforce profile.
- ▶ To implement training, development and human resource strategies required to support equal employment opportunity within our organisation.

3.7.38 Awareness measures will include

- ▶ Formal written communication
- ▶ Summary of the Employment Equity Act displayed on company notice board
- ▶ Employment Equity Training
- ▶ Diversity awareness/management programmes
- ▶ Discrimination awareness programmes
- ▶ A group transformation committee
- ▶ Company policy statements that refer to employment equity

SONANI TRAINING AND COMMUNICATIONS CC will meet its obligations as prescribed by the Employment Equity Act. This includes the submission of an **Employment Equity Plan and the Annual Report when requested.** The company policy has been designed to ensure equity in the workplace and in so doing, to promote the development of all employees.

The employment ratio should be representative of the demographics of the country.

3.7.39 Targets

SONANI TRAINING AND COMMUNICATIONS CC has set a target for achieving a gender ratio of 50% Female and 50% Male in all future employable positions.

The organisation will also consider the appointment of disabled persons as a specific target selection, should such opportunities arise.

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3.7.40 Assessment of affirmative action barriers

Assessment of categories of employment policy or practices that are barriers to Employment Equity and subsequent policies or procedures, will be put in place to remove any barriers.

3.7.41 Grievances and disputes

Any grievance relating to discrimination, disadvantage, advancement or pay equity shall be handled through the normal grievance procedure. Should the dispute be settled unsatisfactorily, the complainant will be informed of his right to refer the matter to the relevant statutory council for arbitration and a final decision.

3.7.42 Detailed summary of staff information

A detailed summary of all full-time and contractual staff including their CVs and areas of provision is kept.

3.7.43 Administrative staff skills development

Administrative staff will be exposed to induction, on-the-job training as well as training by external providers according to the workplace skills plan.

3.7.44 Training staff skills development

Training staff, when appointed will be exposed to induction, on-the-job training as well as training by external providers. (See procedures for appointment of facilitators.)

3.7.45 Monitoring and evaluation of facilitator's performance

Facilitator's performances regarding outcomes-based learning facilitation, outcomes-based assessment and quality assurance will continuously be assessed, reinforced and rectified according to the outcome.

3.7.46 Monitoring and evaluation of assessor's performance

Assessor's performances regarding outcomes-based learning assessment and quality assurance will continuously be assessed reinforced and rectified according to the outcome.

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3.7.47 Interviewing facilitators, assessors and learners.

Facilitators, assessors and learners will be interviewed on a regular basis to determine strengths, weaknesses, opportunities and threats.

3.7.48 Staff related procedures

3.7.48.1 Procedures to appoint non-training staff

If and when needed staff are appointed as follows:

- ▶ Advertisements will be done as wide as possible.
- ▶ A clear job-description will describe the functions and role as related to the remuneration of the post.
- ▶ Qualifications and experience of the candidates will be verified.
- ▶ An interview will be held.
- ▶ The most suitable candidate, taking into account the Employment Equity Act, will be appointed.
- ▶ The successful and other candidates will be informed.
- ▶ Normal Human Resources procedures will take care of the administrative functions to be done.
- ▶ A clear learning needs analysis will be done and effected with the successful candidate.

3.7.48.2 Procedures to appoint facilitators/assessors/moderators

If and when needed facilitators are appointed as follows:

- ▶ Advertisements will be done as wide as possible.
- ▶ A clear job-description will describe the functions and role as related to the remuneration of the post.
- ▶ Qualifications and experience of the candidates will be verified.
- ▶ An interview will be held.
- ▶ The most suitable candidate, taking into account the Employment Equity Act, will be appointed.
- ▶ The successful and other candidates will be informed.
- ▶ Normal Human Resources procedures will take care of the administrative functions to be done.
- ▶ A clear learning needs analysis will be done and effected with the successful candidate.

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3.7.48.3 Procedures for administrative staff skills development

- ▶ Execute a job analysis;
- ▶ Formulate and align learning needed to unit standards;
- ▶ Align the purpose of the programme with the purpose of the unit standard and outcomes;
- ▶ Establish supportive tasks (sub-outcomes) for each outcome. (there will be a close relationship between the tasks and the assessment criteria of the unit standard);
- ▶ Sequence tasks, if necessary;
- ▶ List knowledge, skills, values and learning processes that are needed to achieve the outcomes;
- ▶ Develop assessment criteria for the knowledge, skills and values;
- ▶ Develop performance indicators;
- ▶ Develop methods to assess learning achievements, e.g., tests, observations;
- ▶ Develop training guidelines;
- ▶ Obtain and develop learning guidelines and material;
- ▶ Develop assessment methods to assess learning progress of the learners as set by the unit standard;
- ▶ Assess/review the overarching programme process, which becomes part of the quality management system.
- ▶ A record is kept on administrative staff-skills developments.

3.7.48.4 Procedures for training staff skills development

- ▶ Execute a job analysis;
- ▶ Formulate and align learning needed to unit standards;
- ▶ Align the purpose of the programme with the purpose of the unit standard and outcomes;
- ▶ Establish supportive tasks (sub-outcomes) for each outcome. (there will be a close relationship between the tasks and the assessment criteria of the unit standard);
- ▶ Sequence tasks, if necessary;
- ▶ List knowledge, skills, values and learning processes that are needed to achieve the outcomes;
- ▶ Develop assessment criteria for the knowledge, skills and values;
- ▶ Develop performance indicators;
- ▶ Develop methods to assess learning achievements, e.g., tests, observations;
- ▶ Develop training guidelines;
- ▶ Obtain and develop learning guidelines and material;
- ▶ Develop assessment methods to assess learning progress of the learners as set by the unit standard;

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-
- ▶ Assess/review the overarching programme process, which becomes part of the quality management system.
 - ▶ A record is kept on training staff skills developments.

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3.7.48.5 Disciplinary Code of Conduct, Guideline schedule for offences by employees/learners/contractors and suggested corrective action to be taken

THIS SCHEDULE OF OFFENCES IS BY NO MEANS EXHAUSTIVE

WARNINGS REMAIN ON FILE FOR A PERIOD OF SIX (6) MONTHS

| CATEGORY OF OFFENCES | 1 ST OFFENCE | 2 ND OFFENCE | 3 RD OFFENCE | 4 TH OFFENCE | 5 TH OFFENCE |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| ABSENTEEISM | | | | | |
| 1.1 Leaving the workplace without permission | Verbal warning | First written warning | Second written warning | Final written warning | Dismissal |
| 1.2 Absent from work for fewer than 4 consecutive days without permission or valid reason | Verbal warning | First written warning | Second written warning | Final written warning | Dismissal |
| 1.3 Absent from work for 4 or more consecutive days without permission or valid reason | Verbal warning | First written warning | Second written warning | Final written warning | Dismissal |
| CONTROL AT WORK | | | | | |
| 2.1 POOR TIMEKEEPING | | | | | |
| 2.1.1 Report late for work | 3x Verbal warning | First written warning | Second written warning | Final written warning | Dismissal |
| 2.1.2 Leaving work early | Verbal warning | First written warning | Second written warning | Final written warning | Dismissal |
| 2.1.3 Extended or unauthorised breaks | Verbal warning | First written warning | Second written warning | Final written warning | Dismissal |
| 2.1.4 Unauthorised absence from the work place | Verbal warning | First written warning | Second written warning | Final written warning | Dismissal |
| 2.2 FRAUDULENT TIMEKEEPING | | | | | |
| 2.2.1 Clocking/Recording time and not reporting for work. | Dismissal | | | | |
| 2.2.2 Clocking/Recording other employees time or allowing the clocking/recording of own warning time be other employees. | Dismissal | | | | |
| 2.3 SLEEPING ON DUTY | Verbal warning | First written warning | Second written warning | Final written warning | Dismissal |
| 2.4 FAILURE TO COMPLY WITH FIRE/HEALTH/SAFETY REGULATIONS | | | | | |
| 2.4.1 Negligence/failure to wear protective clothing or equipment where supplied or where necessary. | First written warning | Second written warning | Final written warning | Dismissal | |
| 2.4.2 Failure to observe security and safety regulations. | First written warning | Second written warning | Final written warning | Dismissal | |
| 2.4.3 Being in an out of bounds area without permission. | First written warning | Second written warning | Final written warning | Dismissal | |
| 2.4.4 Smoking or inducing fire in a "non-smoking" or flammable gas area. | First written warning | Second written warning | Final written warning | Dismissal | |
| BEHAVIOUR | | | | | |
| 3.1 INSUBORDINATION | | | | | |
| 3.1.1 Refusing to carry out a reasonable and lawful instruction | Written warning | Second written warning | Final written warning | Dismissal | |

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| CATEGORY OF OFFENCES | | 1 ST OFFENCE | 2 ND OFFENCE | 3 RD OFFENCE | 4 TH OFFENCE | 5 TH OFFENCE |
|----------------------|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 3.1.2 | Failing to carry out a reasonable and lawful instruction | Written warning | Final written warning | Dismissal | | |
| 3.1.3 | Non-compliance with established procedures and/or instructions from supervisors | Written warning | Final written warning | Dismissal | | |
| 3.1.4 | Deliberately ignoring the authority of the Employer | Final written warning | Dismissal | | | |
| 3.1.5 | Gross Insubordination | Dismissal | | | | |
| 3.2 | ABUSIVE LANGUAGE OR SIGNS OR CLOTHING | First written warning | Second written warning | Final written warning | Dismissal | |
| 3.3 | DISORDERLY BEHAVIOUR | | | | | |
| 3.4.1 | Sexual Harassment | Dismissal | | | | |
| 3.4.2 | Unruly and defiant behaviour | Final written warning | Dismissal | | | |
| 3.4.3 | Threatening violence | Final written warning | Dismissal | | | |
| 3.4.4 | Assault or Attempted Assault | Dismissal | | | | |
| 3.4.5 | Fighting | Final written warning | Dismissal | | | |
| 3.4.6 | Riotous Behaviour | Dismissal | | | | |
| 3.4.7 | Intimidation and/or incitement | Dismissal | | | | |
| 3.4.8 | Offending clients / behaviour that brings the SONANI TRAINING AND COMMUNICATIONS CC into disrepute | Dismissal | | | | |
| 3.4.9 | Possession of a dangerous weapon without written permission or use of dangerous weapons in the workplace | Final written warning | Dismissal | | | |
| 3.5 | ALCOHOL AND/OR DRUG OFFENCES | Final written warning | Dismissal | | | |
| 3.5.1 | Under the influence of alcohol on duty | Dismissal | | | | |
| 3.5.2 | Drinking whilst on duty | Dismissal | | | | |
| 3.5.3 | Under the influence of drugs | | | | | |
| 3.5.4 | Unauthorised possession of drugs/alcohol | Dismissal | | | | |
| 3.5.5 | Dealing in drugs or alcohol | | | | | |
| 3.5.6 | Driving a company vehicle whilst under the influence of alcohol | Final written warning | Dismissal | | | |
| 3.6 | COMPANY PROPERTY OFFENCES | | | | | |
| 3.6.1 | Negligent damaging or endangering of company property | Dismissal | | | | |
| 3.6.2 | Intentional damaging or endangering of | Dismissal | | | | |

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| CATEGORY OF OFFENCES | 1 ST OFFENCE | 2 ND OFFENCE | 3 RD OFFENCE | 4 TH OFFENCE | 5 TH OFFENCE |
|---|---------------------------------------|----------------------------|--|-------------------------|-------------------------|
| company property | Dismissal | | | | |
| 3.6.3 Unauthorised removal of company property | Final written warning Warning | Dismissal | | | |
| 3.6.4 Negligent driving of company vehicles | Dismissal | | | | |
| 3.6.5 Unauthorised driving of company vehicle | Dismissal | | | | |
| 3.7 GROSS NEGLIGENCE | | | | | |
| 3.8 ILLEGAL STRIKE ACTION | Dismissal | | | | |
| 3.9 SABOTAGE | | | | | |
| <u>DISHONESTY, THEFT AND RELATED OFFENCES</u> | | | | | |
| 4.1 Bribery or corruption | Dismissal | | | | |
| 4.2 Falsification of documents / false evidence-false statements | Dismissal | | | | |
| 4.3 Forgery | | | | | |
| 4.4 Uttering or attempting to utter fraudulent or false statements | Dismissal | | | | |
| 4.5 Unauthorised removal of company or client property | Dismissal | | | | |
| 4.6 Unauthorised possession of company or client property | Dismissal | | | | |
| 4.7 Misappropriation of company/client funds/accomplice to misappropriation of company/client funds | Dismissal | | | | |
| 4.8 Dishonesty | Dismissal | | | | |
| <u>COMPANY INFORMATION</u> | | | | | |
| 5.1 Divulgence of confidential company information | Dismissal Dismissal | | | | |
| <u>PORTFOLIO OF EVIDENCE</u> | | | | | |
| 6.1 Handing in evidence which is not learners own (cheating) | | | | | |
| 6.2 Not completing assignments | 1 month's grace Withhold enrolment | Counselling Counselling | Hand over to bad debt Hand over to bad debt | | |
| <u>NON PAYMENT OF TRAINING FEES BY LEARNERS</u> | | | | | |
| 7.1 Not paying registration/deposit fees | | | | | |
| 7.2 Not paying outstanding balance due | | | | | |

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| CATEGORY OF OFFENCES | 1 ST OFFENCE | 2 ND OFFENCE | 3 RD OFFENCE | 4 TH OFFENCE | 5 TH OFFENCE |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <u>FACILITATORS</u> | | | | | |
| 8.1 Not arriving to training with no notice | Withhold certificate | First written warning | Second written warning | Final written warning | Dismissal |
| 8.2 Not collecting material packs two days before training | First written warning | Second written warning | Final written warning | Dismissal | |
| 8.3 Not submitting learner reports 72 hours after training | First written warning | Second written warning | Final written warning | Dismissal | |
| 8.4 Not following the lesson plans as stated in the Facilitator Guides | First written warning | Second written warning | Final written warning | Dismissal | |
| 8.5 Not marking learners assignments/workbooks within 72 hours after training | First written warning | Second written warning | Final written warning | Dismissal | |
| 8.6 Not attending monthly meetings without valid excuse | First written warning | Second written warning | Final written warning | Dismissal | |
| <u>ASSESSORS</u> | | | | | |
| 8.1 Not arriving to assessments with no notice | First written warning | Second written warning | Final written warning | Dismissal | |
| 8.2 Not collecting Assessments on agreed date with learner with no valid excuse or contact | First written warning | Second written warning | Final written warning | Dismissal | |
| 8.3 Not submitting Assessment reports 72 hours after assessing | First written warning | Second written warning | Final written warning | Dismissal | |
| 8.4 Not following the Assessment documents as stated in the Assessment Guides | First written warning | Second written warning | Final written warning | Dismissal | |
| 8.5 Not commenting/signing on learner Assessments and just ticking | First written warning | Second written warning | Final written warning | Dismissal | |
| <u>MODERATORS</u> | | | | | |

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| CATEGORY OF OFFENCES | | 1 ST OFFENCE | 2 ND OFFENCE | 3 RD OFFENCE | 4 TH OFFENCE | 5 TH OFFENCE |
|----------------------|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 8.1 | Not arriving to moderations with no notice | First written warning | Second written warning | Final written warning | Dismissal | |
| 8.2 | Not collecting Moderations on agreed date with Assessor with no valid excuse or contact | First written warning | Second written warning | Final written warning | Dismissal | |
| 8.3 | Not submitting Moderation reports 72 hours after Moderating | First written warning | Second written warning | Final written warning | Dismissal | |
| 8.4 | Not following the Moderation documents as stated in the Moderation Guides | First written warning | Second written warning | Final written warning | Dismissal | |
| 8.5 | Not commenting/signing on learner Moderations and just ticking | First written warning | Second written warning | Final written warning | Dismissal | |
| 8.6 | Not moderating the agreed 25% as stated in the Moderation Policy and Procedures | First written warning | Second written warning | Final written warning | Dismissal | |

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3.7.48.6 SONANI TRAINING AND COMMUNICATIONS CC Employee Performance Appraisal & Development Plan

NAME :

POSITION :

REPORTS TO :

DATE :

RATE EACH OF THE FOLLOWING FACTORS IN TERMS OF ACTUAL PERFORMANCE IN JOB AGAINST NORMAL STANDARDS EXPECTED

1. Employee has failed to meet agreed expectations
2. Employee met most of all the agreed expectations
3. Employee met all expectations and performed well
4. Employee has consistently met agreed expectations and in many cases exceeded expectations
5. Employee has consistently and significantly exceeded expectations

| | | 1 | 2 | 3 | 4 | 5 | EMPLOYER |
|----|---|---|---|---|---|---|----------|
| 1. | QUALITY OF WORK Maintains agreed standard of work quality. Pay attention to accuracy and detail. Plans own work effectively. Adheres to systems/procedures/policies | | | | | | |
| 2. | QUANTITY OF WORK Meets deadlines and works well under pressure. Completes all necessary tasks required on the job at all times | | | | | | |
| 3. | JOB KNOWLEDGE Has sound knowledge of systems and procedures relevant to the job. Has the ability to master new technical/procedural skills required for the job. Understands how own function relates to others in the branch | | | | | | |
| 4. | COMMUNICATION ABILITY Demonstrates sound written and/or oral communications skills when dealing with management, customers, colleagues | | | | | | |
| 5. | FLEXIBILITY Adapts readily to changes. Is able to switch from one task to another. Is receptive to ideas and suggestions | | | | | | |
| 6. | INTERPERSONAL SKILLS/TEAMWORK Shares knowledge/experience with others willingly, co-operates with colleagues. Works well in teams. Participates in finding solutions to problems. | | | | | | |
| 7. | JUDGEMENT/DECISION MAKING Identifies problems and collects information before making decisions. Knows when to refer matters up the line. Accepts responsibility for own decisions. | | | | | | |
| 8. | RELIABILITY Can be depended on to complete tasks allocated. Shows pride and punctuality. Requests more work when up to date. Reports reliably on work progress. | | | | | | |

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| | | 1 | 2 | 3 | 4 | 5 | EMPLOYER |
|-----|--|---|---|---|---|---|----------|
| 9. | CUSTOMER CARE Handles complaints effectively, is polite and helpful. Refers queries he/she cannot handle to the right channel. Follows up on commitment to customers. Ensures that effective/efficient service is provided. Takes pride in how (personally) the job is done. Ensures high quality outputs. | | | | | | |
| 10. | ACHIEVEMENT ORIENTATION Desires results and likes to know how he/she is doing. Refuses to give in. Enjoys his/her work, is loyal and co-operative. Is very eager and inspires others | | | | | | |
| | TOTAL | | | | | | |

EMPLOYEES COMMENTS:

ADDITIONAL TRAINING REQUIRED

EMPLOYERS COMMENTS:

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PERFORMANCE DEVELOPMENT PLAN

| AREAS OF CONCERN | ACTION | BY WHEN | DATE ACHIEVED |
|------------------------------------|--------|---------|---------------|
| 1. QUALITY OF WORK | | | |
| 2. QUANTITY OF WORK | | | |
| 3. JOB KNOWLEDGE | | | |
| 4. COMMUNICATION ABILITY | | | |
| 5. FLEXIBILITY | | | |
| 6.INTERPERSONAL SKILLS/TEAMWORK | | | |
| 7.JUDGEMENT/DECISION MAKING | | | |
| 8. RELIABILITY | | | |

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9. CUSTOMER CARE

10.ACHIEVEMENT
ORIENTATION

EMPLOYEES COMMENTS:

EMPLOYERS COMMENTS:

SIGNATURES

We the undersigned declare that we have discussed and agreed on the contents of this work-plan.

Signature of employee:

Date:

Signature of employer:

Date:

| | | |
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3.8 POLICY 8: LEARNER ENTRY, GUIDANCE AND SUPPORT POLICY

In order to achieve the **SONANI TRAINING AND COMMUNICATIONS CC** vision of “Serving the Learner”, **SONANI TRAINING AND COMMUNICATIONS CC** implements procedures for Learner Entry, Guidance and Support.

Entry

SONANI TRAINING AND COMMUNICATIONS CC will provide comprehensive information about the organisation, its facilitators, the available education and training programmes and entry criteria to all Learners, both prior to entry and during induction. Learners will have the opportunity to clarify their requirements and relate them to the products and services offered. The entry requirements will be as open as possible.

General induction to the organisation, and induction to different parts of Learning Programmes, will be included to ensure Learners feel comfortable and confident with the organisation, and fully understand and accept their responsibilities to the organisation.

3.8.1 Guidance and Support – Prior, During and After the learning episode

During the education and training process **SONANI TRAINING AND COMMUNICATIONS CC** will ensure the needs of individual learners are identified, development plans formulated, process is regularly reviewed, feedback is given, support is provided and pre-exit guidance is available.

Learners will have access to guidance and support during the training intervention via coaches and mentors which will be sourced within **SONANI TRAINING AND COMMUNICATIONS CC**.

The process of gathering information about Learner’s strengths, difficulties, aspirations, and needs will be undertaken by facilitators in partnerships with the Learner.

SONANI TRAINING AND COMMUNICATIONS CC will provide regular opportunities for Learners to review their progress and make any changes to their development plans while they are undertaking their programmes.

SONANI TRAINING AND COMMUNICATIONS CC will ensure that guidance and support services include activities such as assessment of prior learning and achievement, and assessment on demand. **SONANI TRAINING AND COMMUNICATIONS CC** will ensure that Learners embark on a programme that will enable them to achieve legitimate and realistic outcomes, e.g. to improve their skills, knowledge and competencies, compete more effectively in the labour market and progress to their chosen education and training programmes.

Support and guidance will be given to Learners in making sense of the training and learning, career opportunities and personal development choices, and in understanding, facing and resolving or adapting to, personal problems and difficulties which could inhibit progress.

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It is acknowledged that many of the learners will have come from different backgrounds and with different scholastic achievements already in place – it is therefore appropriate that prior scholastic qualifications be recognised. SAQA recognises that candidates may have prior learning in literacy and numeracy that may be recognized through a process of *Credit Accumulation Transfer (CAT)*. (Please refer to the separate CAT Policy).

Unemployed learners will be advised on the various Learnerships available and also referred to the Labour Department or other organisations website, where they can go and register their CV's on the national database for employers seeking employees.

3.8.2 Procedure for off-site or work-site components

All Learners will receive on-going support and assistance when integrating what they have learnt into their workplace. The use of practical examples and workshop-style learning also enables Learner integration into their specific situation. On-going support will be offered by the Facilitator/Assessor, in a training capacity, as well as on a consulting basis, potentially long after the training has taken place.

SONANI TRAINING AND COMMUNICATIONS CC will ensure the following off-site procedures and practices for practical or experiential elements of all learning programmes are followed in order to ensure the learners experience a valid learning experience:

- ▶ Safety of learners The Venue Training Check list will be used on the premises that the learners will be in when conducting their practical / experiential learning. This covers all the physical resources, environment and safety and health aspects for the learners.
- ▶ Rights of learners Learners rights are protected by ensuring the above actions are implemented as well as ensuring that all parties concerned have been sufficiently briefed as to the roles, responsibilities / expectations of mentors / coaches / learners / assessors / moderators / facilitators. Learners are given this information in the Curriculum Strategy Document before they start the learning experience.

3.8.3 Learners with diseases policy (including HIV/AIDS)

SONANI TRAINING AND COMMUNICATIONS CC adheres to the **NATIONAL POLICY ON HIV AND AIDS FOR LEARNERS AND EDUCATORS IN PUBLIC SCHOOLS AND STUDENTS AND EDUCATORS IN FURTHER EDUCATION AND TRAINING INSTITUTIONS (10 AUGUST 1999 VOLUME 410 NUMBER 20372)**

In keeping with International standards and in accordance with education law and the constitutional guarantees of the right to a basic education, right not to be unfairly discriminated against, the right to life and bodily integrity, right to privacy, the right to safe environment and the best interests of the child.

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PURPOSE / INTENTION OF THIS POLICY

To prevent the spread of HIV infection.

To demystify HIV & AIDS

- ▶ Allay fears
- ▶ Reduce stigma
- ▶ Instil non-discriminatory attitudes

Develop knowledge, skills, values and attitudes in order that they may adopt and maintain behaviour that will protect them from HIV infection and to support infected and affected.

Learners and educators are not compelled to disclose their status. In cases where voluntary disclosure of their status has been done, it should be treated confidentially.

SONANI TRAINING AND COMMUNICATIONS CC will source brochures offering information on HIV/AIDS. This will be kept in the reception area and learners will be free to take a brochure. These brochures will cover the following information:

- ▶ Sexually active persons should be advised to practice safe sex and to use condoms.
- ▶ Learners and students should be educated about their rights concerning their own bodies, to protect themselves against rape, violence, inappropriate sexual behaviour and contracting HIV.

The constitutional rights of all learners, students and educators must be protected on an equal basis. If a suitably qualified person ascertains that a learner, student or educator poses a medically recognised significant health risk to others, appropriate measures should be taken.

A medically recognised significant health risk in the context of HIV/AIDS could include the presence of untreatable contagious (highly communicable) diseases, uncontrollable bleeding, unmanageable wounds, or sexual or physically aggressive behaviour, which may create the risk of HIV transmission.

THABISILE P SHAZI will arrange for the learner to be removed and referred to the site's Health Officer or to a nearby clinic/hospital who will treat any wounds or uncontrollable bleeding. In the case of sexual or physically aggressive behaviour, will contact security to have the learner removed or refer the learner to the closest counsellor

Learners and students with infectious illnesses such as measles, German measles, chicken pox, whooping cough and mumps should be kept away from the training centre to protect all other members of the training centre, especially those whose immune systems may be impaired by HIV/AIDS.

These learners will be given additional time to complete any outstanding assignments/assessments.

All educators should be trained to give guidance on HIV/AIDS. Educators should respect their position of trust and the constitutional rights of all learners and students in the context of HIV/AIDS.

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THABISILE P SHAZI will be attending HIV/AIDS Training in order to up skill themselves and **SONANI TRAINING AND COMMUNICATIONS CC**
NON-DISCRIMINATION AND EQUALITY WITH REGARD TO LEARNERS, STUDENTS AND EDUCATORS WITH HIV/AIDS

No learner, student or educator with HIV/AIDS may be unfairly discriminated against directly or indirectly. Educators should be alert to unfair accusations against any person suspected to have HIV/AIDS.

Learners, students, educators and other staff with HIV/AIDS should be treated in a just, humane and life-affirming way.

Any special measures in respect of a learner, student or educator with HIV should be fair and justifiable in the light of medical facts, established legal rules and principles; ethical guidelines; the best interest of the learner, student and educator with HIV/AIDS; school or institution conditions; and the best interest of other learners, students and educators. To prevent discrimination, all learners, students and educators should be educated about fundamental human rights as contained in the Constitution of the Republic of South Africa, 1996.

In situations whereby learners are being discriminated because of the HIV/AIDS status, **THABISILE P SHAZI** will call in a subject expert who will educate the learners on HIV/AIDS.

HIV/AIDS TESTING AND THE ADMISSION OF LEARNERS TO A SCHOOL AND STUDENTS TO AN INSTITUTION, OR THE APPOINTMENT OF EDUCATORS

No learner or student may be denied admission to or continued attendance at a school or an institution on account of his or her HIV/AIDS status or perceived HIV/AIDS status.

No educator may be denied the right to be appointed in a post, to teach or to be promoted on account of his or her HIV/AIDS status or perceived HIV/AIDS status. HIV/AIDS status may not be a reason for dismissal of an educator, nor for refusing to conclude, or continue, or renew an educator's employment contract, nor to treat him or her in any unfair discriminatory manner.

SONANI TRAINING AND COMMUNICATIONS CC will provide learners or educators with details of clinics whereby they may attend counselling sessions on the disease.

There is no medical justification for routine testing of learners, students or educators for evidence of HIV infection. The testing of learners or students for HIV/AIDS as a prerequisite for admission to, or continued attendance at school or institution, to determine the incidence of HIV/AIDS at schools or institutions, is prohibited. The testing of educators for HIV/AIDS as a prerequisite for appointment or continued service is prohibited.

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ATTENDANCE AT SCHOOLS AND INSTITUTIONS BY LEARNERS OR STUDENTS WITH HIV/AIDS

Learners and students with HIV have the right to attend any school or institution. The needs of learners and students with HIV/AIDS with regard to their right to basic education should as far as is reasonably practicable be accommodated in the school or institution. Learners and students with HIV/AIDS are expected to attend classes in accordance with statutory requirements for as long as they are able to do so effectively. If and when learners and students with HIV/AIDS become incapacitated through illness, the school or institution should make work available to them for study at home and should support continued learning where possible.

SONANI TRAINING AND COMMUNICATIONS CC will assist learners by either emailing/faxing or posting learning material or assignments. Learners can reschedule Assessments or different assessment tools will be incorporated to assist the learner as far as possible. This will be in consultation with the Learner, Assessor, Moderator and **THABISILE P SHAZI**, the owner of **SONANI TRAINING AND COMMUNICATIONS CC**

SAFE SCHOOL AND INSTITUTION ENVIRONMENT

SONANI TRAINING AND COMMUNICATIONS CC will make provision to implement universal precautions to eliminate the risk of transmission of all blood-borne pathogens, including HIV, effectively in the school or institution environment. Universal precautions include the following:

The basis for advocating the consistent application of universal precautions lies in the assumption that in situations of potential exposure to HIV, all persons are potentially infected and all blood should be treated as such. All blood, open wounds, sores, breaks in the skin, grazes and open skin lesions, as well as all body fluids and excretions which could be stained or contaminated with blood (for example tears, saliva, mucus, phlegm, urine, vomit, faeces and pus) should therefore be treated as potentially infectious.

- ▶ Blood, especially in large spills such as from nosebleeds, and old blood or blood stains, should be handled with extreme caution.
- ▶ Skin exposed accidentally to blood should be washed immediately with soap and running water.
- ▶ All bleeding wounds, sores, breaks in the skin, grazes and open skin lesions should ideally be cleaned immediately with running water and/or other antiseptics.
- ▶ If there is a biting or scratching incident where the skin is broken, the wound should be washed and cleansed under running water, dried, treated with antiseptic and covered with a waterproof dressing.
- ▶ Blood splashes to the face (mucous membranes of eyes, nose or mouth) should be flushed with running water for at least three minutes.
- ▶ Disposable bags and incinerators must be made available to dispose of sanitary wear.

All open wounds, sores, breaks in the skin, grazes and open skin lesions should at all times be covered completely and securely with a non-porous or waterproof dressing or plaster so that there is no risk of exposure to blood.

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Cleansing and washing should always be done with running water and not in containers of water. Where running tap water is not available, containers should be used to pour water over the area to be cleansed.

All persons attending to blood spills, open wounds, sores, breaks in the skin, grazes, open skin lesions, body fluids and excretions should wear protective latex gloves or plastic bags over their hands to eliminate the risk of HIV transmission effectively. Bleeding can be managed by compression with material that will absorb the blood, e.g. a towel.

If a surface has been contaminated with body fluids and excretions which should be stained or contaminated with blood (for instance tears, saliva, mucus, phlegm, urine, vomit, faeces and pus), that surface should be cleaned with running water and fresh, clean household bleach solution), and paper or disposable cloths. The person doing the cleaning must wear protective gloves or plastic bags.

Blood-contaminated material should be sealed in a plastic bag and incinerated or sent to an appropriate disposal firm. Tissues and toilet paper can readily be flushed down a toilet.

If instruments (for instance scissors) become contaminated with blood or other body fluids, they should be washed and placed in a strong household bleach solution for at least one hour before drying and re-using.

Needles and syringes should not be re-used, but should be safely disposed of.

SONANI TRAINING AND COMMUNICATIONS CC will have a first aid kit of which will contain:

- ▶ two large and two medium pairs of disposable latex gloves;
- ▶ two large and two medium pairs of household rubber gloves for handling blood-soaked material in specific instances (for example when broken glass makes the use of latex gloves inappropriate);
- ▶ absorbent material, waterproof plasters, disinfectant (such as hypochlorite), scissors, cotton wool, gauze tape, tissues, containers for water and a resuscitation mouth piece or similar device with which mouth-to-mouth resuscitation could be applied without any contact being made with blood or other body fluids.
- ▶ protective eye wear; and
- ▶ a protective face mask to cover nose and mouth.

3.8.4 Confidentiality procedures

All learner records and learner assessment information that are:

- ▶ Captured electronically will be protected by a password.
- ▶ Electronic equipment will be safely locked away.
- ▶ Hard copies are locked away.
- ▶ Identified receivers of such information sign on receipt.

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- ▶ Access of the Administration Office will be limited to authorised personnel only
- ▶ Access to the **SONANI TRAINING AND COMMUNICATIONS CC** premise will be limited by ensuring the front door/gate is always locked and only opened when **SONANI TRAINING AND COMMUNICATIONS CC** is certain of the person gaining access to its premises.

3.8.5 Withdrawal and refund procedures

Learners enrolled for a course may withdraw from the course within reasonable time;

Cancellation fee: In the event that the facilitation is cancelled the following cancellation fee will apply:

- ▶ Cancellation within one month of the agreed upon dates 25%
- ▶ Cancellation within two weeks of the agreed upon dates 50%
- ▶ Cancellation within one week of the agreed upon dates 100%

Learners who wish to have a refund need to fill in a refunding form, stating the reason(s) for the claim.

Refund forms are summarised in a withdrawal and refund record, which becomes part of the review process.

3.8.6 Procedures to provide information to learners prior to learning

Information regarding access to learning programmes are availed to potential learners by means of the following forms:

- ▶ Entry requirements.
- ▶ Learning assumed to be in place.
- ▶ Recognition of prior learning.

3.8.7 Procedures to provide information to learners during learning

Learners have access to the facilitator during work hours.

Over and above general information, learner will be provided with information as per equipment and learning material inventory.

3.8.8 Procedures to provide information to past learners

Past learners have access to the facilitator during work hours on prior arrangement only.

Past learners will have access to their detailed records as captured in the learner database.

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3.8.9 Procedures on learner communication on counselling and support

Learners are informed that they continuously have the opportunity to individually or may also in the group setting raise needs for counselling and support.

If and when needed learners are counselled, supported and/or referred.

Learners in need for counselling and support will continuously be followed up.

3.8.10 Procedures to capture maintain and update learner information

Learner information regarding the following will be captured, maintained and updated electronically and in hard copies:

- ▶ Biographical data.
- ▶ Learning expectations.
- ▶ Courses enrolled for.
- ▶ Support needed.

3.8.11 Registration procedures

Learners are provided with the full spectrum of training available, which include the unit standard(s) involved, duration, contact learning, work-site learning, venue(s), resources and costs.

Learners complete an enrolment form.

Learners are provided with a code of conduct.

Learners are provided with assessment procedures.

Learners are provided with a Curriculum Strategy / Course Outline.

3.8.12 Complaints & Grievance Procedure

Right to complain

A Learner has the right to complain in any of the following decisions:

- ▶ The staff member's decision that the learner committed an act of misconduct.
- ▶ The staff member's decision to impose a particular academic sanction..
- ▶ Supposed unjust practices by a member of staff including bias, discrimination or any contrivance of any code of good practice concerning members of staff.

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Procedures

- ▶ If the learner desires, he/she must initiate a complaint concerning a staff member's decision by submitting a written request to the Owner/Director within seven (7) calendar days after receiving a written report from the staff member concerning the decision or after the alleged offense occurred.
- ▶ Within seven (7) days after receiving such a complaint, the Owner/Director should have an informal meeting with the Learner and the Staff Member In an effort to resolve the matter informally without written documentation and transcripts.
- ▶ Should the Owner/Director elect not to meet with the Facilitator and the Learner or if the matter cannot be resolved at this point, they should convene a conference comprising of the Owner/Director one senior Staff Member, the Learner concerned, Representatives of the Learner and one other Staff Member (not from the Staff concerned) from the Organisation. Transcripts of the Complaint must be made available to all parties concerned and be filed for review.
- ▶ If the matter is not resolved at this conference, the Learner may, within four (4) calendar days of the meeting deliver a written request to the Director/Owner outlining the case thus far asking for a meeting with the Training Committee.

Composition of the Training Committee

The Owner/Director, in consultation with the other Members of the Training Committee, is responsible for selecting a date and time for the complaint to be heard, conducting the complaints board meeting, maintaining the necessary order, making all rulings that are necessary for the fair, orderly, and expeditious consideration of the complaint, and making every reasonable effort to provide the Learner/ Facilitator with due process.

Within seven (7) days of receiving the complaint the Owner/Director shall consult with other Members of the Committee, and inform the Learner via both a letter to the Learner's permanent address on record as well as informing the member of staff in writing:

- ▶ Of the date, time, and place the complaint will be heard, and of the Members who will be present.
- ▶ That the complaint will be held as a closed meeting, unless the Learner notifies the Owner/Director within three (3) calendar days of receiving notification of the appeal committee meeting that he/she desires the appeal to be open to the public. If the learner requests an open hearing the Owner/Director is authorized to make a final decision concerning the place where the complaint meeting is to be held and the number of observers to be accommodated.

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- ▶ Of any witnesses who may appear at the meeting of the Training Committee, and/or whose statements may be offered as evidence, and a summary of the information upon which the allegation is based.
- ▶ That they are expected to be present at the complaint; that they may provide witnesses at the complaint; that statements or evidence that the Learner may present must be provided to the Owner/Director and the Staff Member no later than four (4) calendar days before the appeal and training committee meeting, excluding recognized holidays and breaks; that the Learner may be precluded from presenting witnesses or evidence at the complaint meeting if the information has not been provided prior to the meeting.
- ▶ That they may be accompanied by an advisor, or, at the Learner's own expense, an attorney, but that the advisor or attorney will not be allowed to address any other participants involved in the complaint process.
- ▶ That failure to appear before the complaint board shall be sufficient to justify the dismissal of the complaint if the training committee determines that the failure to attend was without good cause.
- ▶ Shall consult with other members of the Training Committee and inform the Staff Member concerned via e-mail, in writing or verbally:
- ▶ Of the date, time, and place the complaint will be heard and that they will be required to attend the hearing or the accusation of academic misconduct against the Learner will be nullified or the complaint against him/her will be upheld.
- ▶ That they must prepare a list of any witnesses that they may present at the hearing and/or whose statements may be offered as evidence at the hearing; that the list must be submitted to the Owner/Director and the Learner involved by no later than four (4) calendar days before the hearing, excluding recognized holidays and breaks; and that the staff Member may be precluded from presenting witnesses or evidence at the appeal if the information has not been provided prior to the meeting.

During the Training Committee Meeting the Owner/Director shall also:

- ▶ Make an official recorded transcript of the complaints meeting.
- ▶ Provide the Learner an opportunity to make a concluding statement in support of the complaint.
- ▶ Provide the Staff Member with an opportunity to respond to the Learner's final statement concerning the complaint.

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Role of the Training Committee

The role of the Training Committee is two-fold.

Learning Programme Evaluation The first is to ensure that the committee is kept up to date with the entire learning process and all the changes that may result of any ETQA changes, learning material updates, learner feedback, facilitator feedback, assessor feedback and moderator feedback. This committee will consist of the following key people:

THABISILE P SHAZI – in their capacity as the Training Provider Representative

Administrator

Facilitator

Assessor

Moderator

External Accreditation Consultant

Minutes will be recorded and filed accordingly. In some instances, the members of this Training Committee may also be part of the Quarterly Review Meetings which will be held.

The second role that the Training Committee fulfills will also be to attend to any complaints that are lodged by learners against staff (permanent or contracted).

Complaints

The Training Committee should listen to all aspects of the case to determine if the evidence and statements provided during the Complaints Meeting supports the allegation that the Learner/Member of staff committed the alleged violation. It is ultimately the responsibility of the organisation (Staff Member) to provide sufficient information and/or documentation to support their case. The Committee may conclude that the evidence and statements provided by the organisation:

- ▶ For the Complainant;
- ▶ Against the Complainant;
- ▶ For a reduced sanction for misconduct against the Learner;
- ▶ To ratify sanction for misconduct against the Learner;
- ▶ To relieve the sanction of the Learner.

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Report of the committee

Within ten (10) calendar days (excluding recognized holidays or breaks) after the hearing, the Owner/Director must prepare a written decision which includes an explanation of the committee's action and the findings of fact upon which the action is based. The decision must be sent via both regular mail and e-mail to:

- ▶ The Learner;
- ▶ The Staff Member;
- ▶ Owner/Director

Unless a document is able to prove procedural error has occurred, all decisions and/or recommendations made by the committee are considered to be final and the complaints process is terminated with the filing of their report.

The organisation recognizes that in some situations it may be difficult for a Learner to clearly articulate their case or to quickly process and interpret the proceedings; for example:

- ▶ Learners for whom English is a second language;
- ▶ Learners with a disability

If the Learner wishes in these unique circumstances the Owner/Director may make provision which allows an Advocate or Advisor to:

- ▶ Address the Committee, in cases of academic or personal misconduct;
- ▶ Address the Owner/Director, in cases of complaint.

3.8.13 Procedures to provide feedback to learners

Feedback is provided to learners on their achievements of:

- ▶ Critical outcomes;
- ▶ Specific outcomes; and
- ▶ End-product outcomes.
- ▶ This takes place in the format of formal feedback forms that the Facilitator/Assessor or Moderator completes.
- ▶ These feedback forms are placed in each learners POE which is filled for external moderation. A copy of the feedback forms are kept in the original learners file and the learners are advised to collect these for their own records.

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3.8.14 Procedures to provide feedback to employers or sponsors of learners

Feedback is provided to sponsors of learners on achievements of:

- ▶ Critical outcomes;
- ▶ Specific outcomes; and
- ▶ End-product outcomes.
- ▶ A written report is provided to employers or sponsors on each learners interaction during the contact session when required.
- ▶ Employers and learners are kept up to date on the process of Assessments and Moderations.

3.8.15 Procedures to record and update information

Information is updated on a weekly basis.

Passwords are changed on a monthly basis or otherwise as needed.

3.8.16 Procedure for the use of the resource centre

All enrolled learners are encouraged to may make use of the closest Municipal Library. Learners are encouraged to make use of these centres in order to access any additional information which may be required whilst completing their Portfolio of Evidences. Learners must record all the additional learning resources in their POE's.

3.8.17 Procedures to address Language during the learning environment

It is a goal of the provider to enhance access, participation and positive outcomes for members of all groups, consistent with equal opportunity and fairness principles.

The Provider has as its objectives:

- ▶ to ensure policies and practices reflect and respect the social and cultural diversity contained within the college and the community it serves;
- ▶ provide equity in study and employment by identifying barriers to access, participation and progression and by taking steps to overcome the barriers to equal opportunity;
- ▶ Encourage a work and study environment which is supportive of diversity and free from discrimination.

Central to achieving the goals and objectives above; it is a procedure for the Provider that all communications, written, visual and oral be inclusive in nature. English remains the primary medium of communication and all marketing material advises learners of this, however; should the need arise for a translator, and the Owner is made aware of this, the Owner will accommodate the learners for the Owners expense. This means that all communication should:

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- ▶ Avoid images, expressions, or language constructions that reinforce inappropriate, demeaning or discriminatory attitudes or assumptions about persons or groups based on age, race, nationality, sex, sexual orientation, transgender status, marital status, political conviction, religious belief, or disability, family responsibilities or career's responsibilities;
- ▶ Use images, expressions and language constructions that positively reflect the richness of the social and cultural diversity of the college, and its community, in acknowledging the range of lifestyles, experiences and values.

This procedure is based on the principles of:

- ▶ Equal opportunity: inclusive language will enhance the equal participation of all persons and groups in the college community.
- ▶ Anti-discrimination: inclusive language avoids communication that harasses, exclude or discriminate against individuals and groups.
- ▶ Clarity of expression: inclusive language avoids words and phrases that do not convey what people intend to communicate, and that can be misinterpreted or give offence.

3.8.18 Procedures to address monitoring and evaluation of learning and assessment

It is a goal of the provider to ensure all learning and assessments are monitored and evaluated after each learning intervention.

The Provider has as its objectives:

- ▶ to ensure the facilitator completes a Facilitators Report which will be viewed at monthly meetings and supplied to the Assessor as well
- ▶ to ensure that all learners complete a Feedback Form on the assessment process

3.8.19 Procedures to address repetition of courses

Learners are given 3 attempts to complete their Portfolio of Evidences and to be found "Competent". If the learner is still found "Not Yet Competent" they can then re-do the class at a reduced cost of 50% when the class is scheduled next. **SONANI TRAINING AND COMMUNICATIONS CC** offer support before, during and after the theory classes and learners have access to facilitators out of the classroom. It is therefore anticipated that **SONANI TRAINING AND COMMUNICATIONS CC** would not have learners needing to re-do any classes.

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ACHIEVEMENT STATUS

ENROLLED ☐ Date: _____

ACHIEVED ☐ Date: _____

3.8.20 Learner Registration Form

As per SAQA regulations, the following information is required from all learners who attend a Skills Programme.

| LEARNERS DETAILS | | | | | | | | | | | |
|--|---|----------|-------------|----------|--------------|----------|------------------|----------|--------------|-----|-------------------|
| Learners Identity Number | | | | | | | | | | | |
| ID Type | <table border="1"> <tr> <td>1</td> <td>National ID</td> </tr> <tr> <td>527</td> <td>Passport No.</td> </tr> <tr> <td>529</td> <td>Driver's License</td> </tr> <tr> <td>531</td> <td>Temp. ID No.</td> </tr> <tr> <td>540</td> <td>Birth Certificate</td> </tr> </table> | 1 | National ID | 527 | Passport No. | 529 | Driver's License | 531 | Temp. ID No. | 540 | Birth Certificate |
| 1 | National ID | | | | | | | | | | |
| 527 | Passport No. | | | | | | | | | | |
| 529 | Driver's License | | | | | | | | | | |
| 531 | Temp. ID No. | | | | | | | | | | |
| 540 | Birth Certificate | | | | | | | | | | |
| Learners Last Name (Surname) | | | | | | | | | | | |
| Learners Previous Last Name | | | | | | | | | | | |
| Learners First Name | | | | | | | | | | | |
| Learners Middle Name | | | | | | | | | | | |
| Learners Title | <table border="1"> <tr> <td>Mr</td> <td></td> <td>Miss</td> <td></td> <td>Mrs</td> <td></td> <td>Other</td> <td></td> </tr> </table> | Mr | | Miss | | Mrs | | Other | | | |
| Mr | | Miss | | Mrs | | Other | | | | | |
| Learners Birth Date | | | | | | | | | | | |
| Learners Home Address | | | | | | | | | | | |
| Learners Home Address | | | | | | | | | | | |
| Learners Home Address | | | | | | | | | | | |
| Learners Home Addr. Postal Code | | | | | | | | | | | |
| Learners Postal Address | | | | | | | | | | | |
| Learners Postal Address | | | | | | | | | | | |
| Learners Postal Address | | | | | | | | | | | |
| Learners Postal Addr. Postal Code | | | | | | | | | | | |
| Learners Phone Number & Code | | | | | | | | | | | |
| Learners Fax Number | | | | | | | | | | | |
| Learners Email Address | | | | | | | | | | | |
| Learners Province | | | | | | | | | | | |
| Standard Occupation Category Code | | | | | | | | | | | |
| Highest School Qualification | | | | | | | | | | | |
| Highest Qualification | | | | | | | | | | | |
| Learners Equity Code (Please tick end column) | <table border="1"> <tr> <td>BA Black</td> <td>African</td> </tr> <tr> <td>BC Black</td> <td>Coloured</td> </tr> <tr> <td>BI Black</td> <td>Indian/Asian</td> </tr> <tr> <td>WH White</td> <td></td> </tr> </table> | BA Black | African | BC Black | Coloured | BI Black | Indian/Asian | WH White | | | |
| BA Black | African | | | | | | | | | | |
| BC Black | Coloured | | | | | | | | | | |
| BI Black | Indian/Asian | | | | | | | | | | |
| WH White | | | | | | | | | | | |

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| | | | | | |
|---|----------|------------------|--------------------|---------------|-------------------------|
| Learners Nationality Code (Please tick end column) | U | Unspecified | | | |
| | SA | South African | | | |
| | SDC | SADC except SA | | | |
| | NAM | Namibia | | | |
| | BOT | Botswana | | | |
| | ZIM | Zimbabwe | | | |
| | ANG | Angola | | | |
| | MOZ | Mozambique | | | |
| | LES | Lesotho | | | |
| | SWA | Swaziland | | | |
| | MAL | Malawi | | | |
| | ZAM | Zambia | | | |
| | MAU | Mauritius | | | |
| | TAN | Tanzania | | | |
| | SEY | Seychelles | | | |
| | ZAI | Zaire | | | |
| Learners Home Language | Eng | English | | | |
| | Afr | Afrikaans | | | |
| | Oth | Other | | | |
| | Sep | sePedi (N Sotho) | | | |
| | Ses | seSotho | | | |
| | Set | seTswana | | | |
| | Swa | siSwati | | | |
| | Tsh | tshiVenda | | | |
| | U | Unknown | | | |
| | Xho | isiXhosa | | | |
| | Xit | xiTsonga | | | |
| | Zul | isiZulu | | | |
| | Nde | isiNdebele | | | |
| Learners Gender Code | M | Male | | | |
| | F | Female | | | |
| | U | Unknown | | | |
| Citizen Resident Status Code | U | Unknown | | | |
| | SA | South Africa | | | |
| | O | Other | | | |
| | D | Dual | | | |
| | PR | Permanent Res. | | | |
| Socioeconomic Status Code | Employed | N/A: Aged | N/A: Institutional | Not Working – | Not Working – housewife |

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| | | | | | |
|--|------------------------------------|-----------------------------------|--|-------------------------------|-------------------------------|
| | | < 15 | on | disabled person | e/home maker |
| | Not Working – not looking for work | Not working – not wishing to work | Not Working – pensioner/retired person | Not Working None of the above | Unemployed – looking for work |

| | | | |
|------------------------|----|---------------------------|--|
| Disability Status Code | N | None | |
| | 01 | Sight | |
| | 02 | Hearing | |
| | 03 | Communication | |
| | 04 | Physical | |
| | 05 | Intellectual | |
| | 06 | Emotional | |
| | 07 | Multiple | |
| | 09 | Disabled but unspecified | |
| | 09 | Unknown disability status | |

| SKILLS PROGRAMME TITLE | |
|------------------------|--|
| Unit Standard Title | |
| Unit Standard ID | |
| NQF Level | |
| Credits | |
| Number of days | |
| Start Date | |
| Achievement Status | 2 Achieved 3 Enrolled |
| Achievement Type | 2 Recognition Prior Learning 3 Distance Learning 4 Residential Learning 5 Work Place Learning |
| Achievement End Date | |

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COMPANY DETAILS

SONANI TRAINING AND COMMUNICATIONS CC

COMPANY ADDRESS

SDL NUMBER (FOUND ON EMP201)

CONTACT PERSON

CONTACT DETAILS

(W)

(CELL)

(EMAIL)

OTHER

I agree that the information above is all true and correct.

Signed: _____

Date: _____

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3.8.21 Learner Daily Attendance Form

| | |
|--------------------------|--|
| Programme Name | |
| Dates of Attendance | |
| Language of facilitation | |
| Facilitator Name | |
| Venue | |

| Name and Surname | ID Number | Contact Details | Please sign for each day | | | |
|------------------|-----------|-----------------|--------------------------|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| | | | | | | |
| | | | | | | |
| | | | | | | |
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3.8.21 Learner Complaints Form

Learner Name: _____
Course Attending: _____
Date: _____

Complaint details:

Name of person: _____
Position in College: _____
Details of Complaint: _____

Suggested Action of remediation:

Signature: _____

OUTCOME OF COMPLAINT

HOD/PRINCIPLE/DIRECTOR Signature: _____

Date: _____

| | | |
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3.8.22 Learner Social Support Policy

- ▶ Learners are encouraged to participate in the various Social Activities that **SONANI TRAINING AND COMMUNICATIONS CC** will arrange from time to time
- ▶ **SONANI TRAINING AND COMMUNICATIONS CC** will encourage learners to form a Social Committee and the Committee members will be responsible for suggesting various social activities to develop the team spirit amongst learners and **SONANI TRAINING AND COMMUNICATIONS CC** staff.
- ▶ Learners will be encouraged to partake in the various community upliftment projects that **SONANI TRAINING AND COMMUNICATIONS CC** becomes involved in.
- ▶ Social gatherings will take into consideration the following aspects:
 - o Difference of religion
 - o Difference of gender
 - o Difference of language
 - o Different of race
 - o Difference of social background
 - o Difference of culture

3.8.23 Learner Retention Policy

- ▶ **SONANI TRAINING AND COMMUNICATIONS CC** will ensure that all learners:
 - o Are all treated with respect
 - o Are listened to when they have a complaint/concern
 - o Are provided with sufficient resources in order to complete their learning programme
 - o Premises are according to the Health and Safety Training Venue Checklist
 - o Are taught by high quality facilitators
 - o Are offered the opportunity to attend a Portfolio of Evidence Building Workshop
 - o Are assisted as much as possible with the completion of their POE's in order to obtain Certificates of Competencies
 - o Are issued with Competency Certificates once **SONANI TRAINING AND COMMUNICATIONS CC** have gone through the Assessment and Internal, External Moderation Process
 - o Details are captured onto the National Learner Records Database
 - o Are awarded the opportunity to partake in the various social activities that **SONANI TRAINING AND COMMUNICATIONS CC** provides according to the Learner Social Support Policy.

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3.8.24 Learner Placement Policy

- ▶ **SONANI TRAINING AND COMMUNICATIONS CC** will endeavour to network amongst their stakeholders to ensure that all Learners are afforded the opportunity to have access to workplace learning
- ▶ **SONANI TRAINING AND COMMUNICATIONS CC** will endeavour to promote unemployed Learners to the workplace by the following methods:
 - o CV's will be submitted to the HR Manager
 - o **SONANI TRAINING AND COMMUNICATIONS CC** will arrange an informal interview between the Learner and the HR Manager's of the companies that the learners are completing their practical workplace activities, in order to ascertain the suitability of available job roles and the Learner's capabilities
 - o **SONANI TRAINING AND COMMUNICATIONS CC** will suggest that the various stakeholders consider taking on the unemployed learner on a temporary contract basis
 - o **SONANI TRAINING AND COMMUNICATIONS CC** will encourage the learner to complete the training provided by **SONANI TRAINING AND COMMUNICATIONS CC** before becoming employed (permanently or temporarily) in order to benefit from this training. Should the learner wish to leave before the training contract is completed, further discussion will need to be held between all the role players to ensure that the learner is not discriminated for the opportunity in becoming employed.

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3.9 POLICY 9: ASSESSMENT, CAT, RPL & MODERATION MANAGEMENT POLICY

It is **SONANI TRAINING AND COMMUNICATIONS CC** Policy to strive to ensure that Learners achieve the outcomes of, and gain qualifications for, Unit Standards registered on the NQF, and to this end will ensure that fair and equitable assessment and qualification procedures are implemented.

The Design, Implementation and Maintenance of the Assessment and Qualification System as a whole will take into consideration the following guiding principles:-

- ▶ Assessment strategies will be in keeping with the aims and outcomes of Learning Programmes and Standards.
- ▶ Certificates will be issued in accordance with NQF Qualification requirements.
- ▶ Assessment of Learners will include all parties appropriate to context and outcome, e.g. self, peers, assessors and moderators.
- ▶ There will be a structured assessment appeals procedures implemented.
- ▶ There will be an internal moderation procedure implemented to ensure consistent assessment across all assessors for a standard or qualification.
- ▶ Learners and Assessors will be provided with all relevant information with reference to assessments, e.g. required learning outcomes, assessment methods, assessment criteria, appeals procedures, dates, times and venues.
- ▶ Learners will receive comprehensive, detailed and accurate feedback on Learning progress, performance and results.
- ▶ Learner's records, including a database, will be maintained, compatible with the relevant ETQA and SAQA requirements.

3.9.1 Assessor contracting procedures

Name of accredited assessors are obtained from the ETQA.

Once identified they must sign the undermentioned Service Level Agreement form where they undertake to do the assessment according to the Assessor unit standard as registered on the NQF.

The unit standards, duration and cost for the assessment will be contracted.

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SERVICE LEVEL AGREEMENT

ASSESSOR/MODERATOR SERVICES

BETWEEN

AND

SONANI TRAINING AND COMMUNICATIONS CC

DATE

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The purpose of this Service Level Agreement is to indicate the scope of such services and the rights and obligations of the parties to the agreement.

The company and _____ understand and agree to the following conditions of assessor/moderator service:

1. Service fees will be charged by _____ at R..... per hour and or R.....per day for any service rendered other than that agreed to by the company and _____

2. Assessment/Moderation Costing:

Costing as follows

R.....per learner assessment, per unit standard/module

3. Access to all information relevant to assessment and moderation will be provided by the company to _____.

4. Permission is given by the company to _____to consult with employees and management of the company regarding assessment and moderation, as required.

5. The parties acknowledge that a relationship of trust exists between them. The parties shall at all times act reasonably and in good faith. In the event of a dispute or conflict, the parties shall attempt to resolve the dispute between themselves. Either party may terminate this agreement by giving a calendar months’ notice in writing to the other party.

6. For all the purposes of this agreement or with regard to any matter arising here or in connection herewith, the parties hereby choose the following addresses as their respective address for service s and notices:

The company at

Your name and postal address and physical address

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7. Should either party wish to change its address, it may do so by informing the other party in writing
8. Notwithstanding anything to the contrary herein contained, a written notice or communication actually received by a party shall be adequate written notice or communication to it, notwithstanding that it was sent to or delivered at its chosen address above.

Signed by both parties on _____ at _____

For the company: _____

Name _____ Signature _____

For _____

Name _____ Signature _____

Unit Standards Registered to Assess/Moderate:

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3.9.2 Assessment procedures

It is the responsibility of learners to provide assessment evidence. External assessments are not forced upon learners.

Assessment takes place according to the assessment guidelines, which are provided, to learners.

Formative assessment is a continuous process to support learners and to provide feedback.

Learners fill in an assessment application form in order to apply for assessment by an assessor.

3.9.3 Assessment management procedure

Assessment starts by learners filling in an assessment request application. An assessor is appointed.

Assessment is arranged.

Learner is informed by the assessor about the outcome of the assessment.

Learner is awarded a certificate.

If learner is not comfortable with the outcome, he/she can request to be:

- ▶ Re-assessed.
- ▶ Moderated by an external assessor.

3.9.4 Assessing procedures

Assessments are done according to the Assessment unit standard.

Assessment procedures are aimed at determining current learning achievements and learning achievement gaps from the onset of learning and in an on-going fashion in order to provide meaningful feedback to learners.

Assessments are done by the learners (self-assessment), facilitators (formative assessment) and assessors (summative assessment).

Formative assessment is on-going and continuous and entails the following:

- ▶ written tests;
- ▶ oral tests;
- ▶ oral questioning;
- ▶ interviews;
- ▶ case studies;
- ▶ projects;

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-
- ▶ competency assessment;
 - ▶ demonstration of activities;
 - ▶ role-play/simulation activities;
 - ▶ assignments;
 - ▶ direct observation of behavioural activities;
 - ▶ adherence to knowledge criteria;
 - ▶ adherence to skills criteria;
 - ▶ observation of insight and creative thinking; and
 - ▶ final outcomes.

3.9.5 Summative assessment procedures

Candidates demonstrate applied competence.

Candidates provide sufficient evidence captured in a portfolio to demonstrate past achievements of:

- ▶ Critical outcomes
- ▶ Specific outcomes
- ▶ End-product outcomes

The above must be demonstrated within a relevant context.

3.9.6 Procedures to store and record assessment information

All information will be stored on hard copies and electronically.

Internal assessment record information will be stored alphabetically per course or per unit standard in an internal assessment record.

External assessment record information will be stored alphabetically per course or per unit standard in an external assessment record.

A record of moderations will be kept of learners applying for moderation, stating the reasons for the request as well as the outcome of the moderation.

3.9.6.1 Assessment appeals process for re-assessment and or RPL Assessments

Candidate informs facilitator of intent to request a re-assessment.

Candidate fills in re-assessment request form to inform facilitator about the reasons for the appeal.

Facilitator provides request form to assessor and a copy to the ETQA.

After re-assessment, the candidate signs to prove receipt of the outcome of the re-assessment.

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3.9.6.2 Procedures to address irregularities during assessment

The learner is informed about the alleged irregularity

The learner is provided with the opportunity to respond

Should the learner confess, suitable measures are agreed with the learner.

If applicable, the employer is informed.

Measures are agreed on with the employer to address the matter, taking into account the in-house policies of the employer

3.9.6.3 Assessment appeals process for moderation

Candidate informs facilitator of intent to request moderation.

Candidate fills in appeal form to inform facilitator about the reasons for the appeal.

Facilitator provides appeal form to assessor and a copy to the ETQA to provide a moderator.

After moderation, the candidate signs to prove receipt of the outcome of the moderation on the appeal form.

3.9.6.4 Procedures to verify work-site assessments

All worksite assessments must be supported by a worksite assessment form signed by both the assessor and the candidate.

A logbook inscription must support worksite assessments.

If and when available the worksite assessment must be authenticated by an experiential training or advisory committee.

3.9.7 CAT Policy

CAT is the acronym for “Credit Accumulation Transfer”, and is based in a model developed by SAQA that will be used to determine whether CAT will be implemented to recognise school / FET qualifications and sector qualifications.

The rationale for the above separation of the fundamentals standards from the core and elective standards is to accommodate the credit recognition policy that SAQA has presented to SETA ETQAs, and to allow for entry level options for candidates in terms of an option of CAT, RPL or training and assessment option. It also allows providers to outsource the fundamental training option to providers specializing in fundamental provision.

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Self-Reflection:

All qualifications require that every learner must do at least 56 credits in fundamental standards, of which 20 credits must be in a 2nd language if the qualification is at a level 4 or above.

It is acknowledged that many of the learners will have come from different backgrounds and with different scholastic achievements already in place – it is therefore appropriate that prior scholastic qualifications be recognised. SAQA recognises that candidates may have prior learning in literacy and numeracy that may be recognized through a process of *Credit Accumulation Transfer (CAT)*.

Check the table below – do you qualify for CAT?

If so, you may apply for credit recognition for the fundamental unit standards – that means you do not have to re-do the training or for the above standards!

The following is the model proposed by SAQA:



| National Qualification | Literacy / Communication | | Numeracy / Mathematics | | 2 nd Language |
|------------------------------|--------------------------|---------|------------------------|---------|--------------------------|
| | Level 3 | Level 4 | Level 3 | Level 4 | |
| Grade 12 with Mathematics | Yes | Yes | Yes | Yes | Yes |
| Grade 12 without Mathematics | Yes | Yes | No | No | Yes |
| Grade 11 with Mathematics | Yes | No | Yes | No | Yes |
| Grade 11 without Mathematics | Yes | No | No | No | Yes |
| Grade 10 with Mathematics | No | No | No | No | No |
| Grade 10 without Mathematics | No | No | No | No | No |
| Grade 9 | No | No | No | No | No |

Tip:

Learners will therefore be able to receive credits towards all or portions of the fundamental unit standards, depending on the scholastic match they have to the proposed model above.

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Learner Note: CAT

Should a learner qualify for CAT (Credit Award Transfer) for one or both of the fundamental Learning Units, the notional hours and roll out plan for structured learning on the qualification may be shortened proportionately by up to 12 days:

FETC in Generic Management: General Management – SAQA ID: 57712 LP 74630 – Level 4

| Learning Unit | Credits | Notional Hours | Days | Contact Session 30% | | Experiential Learning 70% | | FSA | TOTAL |
|--------------------------|-----------------|----------------|-----------|---------------------|-----------|---------------------------|-----------|----------|------------|
| | | | | Theory | Practical | WPE | Ass Prep | | |
| 1 st language | 20 ¹ | 200 | 4 | 18 | 6 | 168 | 6 | 2 | 200 |
| 2 nd language | 20 ² | 200 | 4 | 18 | 6 | 168 | 6 | 2 | 200 |
| Math literacy | 16 | 160 | 4 | 18 | 6 | 128 | 6 | 2 | 160 |
| TOTAL | 56 | 560 | 12 | 54 | 18 | 464 | 18 | 6 | 560 |

FETC in New Venture Creation – SAQA ID: 66249 – Level 4

| Learning Unit | Credits | Notional Hours | Days | Contact Session 30% | | Experiential Learning 70% | | FSA | TOTAL |
|--------------------------|-----------------|----------------|-----------|---------------------|-----------|---------------------------|-----------|----------|------------|
| | | | | Theory | Practical | WPE | Ass Prep | | |
| 1 st language | 20 ³ | 200 | 4 | 18 | 6 | 168 | 6 | 2 | 200 |
| 2 nd language | 20 ⁴ | 200 | 4 | 18 | 6 | 168 | 6 | 2 | 200 |
| Math literacy | 16 | 160 | 4 | 18 | 6 | 128 | 6 | 2 | 160 |
| TOTAL | 56 | 560 | 12 | 54 | 18 | 464 | 18 | 6 | 560 |

¹ 20 credits in English, 20 credits in Afrikaans

² 20 credits Afrikaans

³ 20 credits in English, 20 credits in Afrikaans

⁴ 20 credits Afrikaans

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3.9.7.1 Procedures for the awarding of CAT:

Step 1:

- Ascertain that learner qualifies
- Get copies of relevant qualifications – Matric certificate
- Complete Recognition of CAT RPL form

Step 2:

- Identify dates in training schedule that the learner now no longer is required to attend due to CAT issue
- Provide learner and employer with new training and assessment schedule
- Notify facilitator and assessor

Step 3:

- Ensure CAT form is placed on Learners file

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3.9.7.2 Candidate CAT Application

| | |
|---|------------|
| Name of learner | |
| Surname of learner | |
| Learner ID | |
| Learner Equity (<i>Black African, Black Coloured, Black Asian, White, Other – specify</i>) | |
| Learner Language/s | |
| Postal Address | |
| | |
| | Area Code: |
| Telephone Number | |
| Cell Number | |
| Email Address | |
| Employer | |
| Employer Contact Details | |

| | |
|---------------------------|--|
| Assessor Name | |
| | |
| Assessor ID Number | |
| | |
| Contact Number | |
| | |

| Name of FETC Qualification: | Literacy / Communication | | Numeracy / Mathematics | | 2 nd Language | Learner compliance – tick only 1 box |
|------------------------------|--------------------------|---------|------------------------|---------|--------------------------|--------------------------------------|
| | Level 3 | Level 4 | Level 3 | Level 4 | | |
| Grade 12 with Mathematics | Yes | Yes | Yes | Yes | Yes | |
| Grade 12 without Mathematics | Yes | Yes | No | No | Yes | |
| Grade 11 with Mathematics | Yes | No | Yes | No | Yes | |
| Grade 11 without Mathematics | Yes | No | No | No | Yes | |
| Grade 10 with Mathematics | No | No | No | No | No | |
| Grade 10 without Mathematics | No | No | No | No | No | |
| Grade 9 | No | No | No | No | No | |

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| | |
|---|--------------------------|
| Relevant qualifications attached | Yes / No |
| | Description: <div></div> |
| Date of CAT Assessment | <div></div> |
| Assessor Signature | <div></div> |
| Learner Signature | <div></div> |

| | | |
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3.9.8 RPL Policy

Any Learner who feels that the information in the Short Courses offered by **SONANI TRAINING AND COMMUNICATIONS CC** has already been attained will be invited to participate in the assessments (in the form of exercises, assessment and an exam) and prove their competency. In this way, **SONANI TRAINING AND COMMUNICATIONS CC** will recognise and reward any prior Learning that the Learner may have. Should this be deemed enough evidence to prove competency, the Learner will be granted the Unit Standards as in the process described above. The assessment process & procedure will remain the same. It is noted that the **SONANI TRAINING AND COMMUNICATIONS CC** is not a registered RPL Centre at present and that learners will be referred to the SAQA Website for registered RPL Centres in their areas.

3.9.9 Recognition of prior learning (RPL) procedures

RPL assessments are done according to the assessment unit standard.

Prior learning will be done by:

- ▶ Identifying, assessing and recognising what a person knows and can do against national standards and qualifications.
- ▶ Determining which credits for a certain level of education and training has been achieved.
- ▶ Transferring of credits from one place of learning to another without learning being repeated.
- ▶ Obtaining a statement that the person is able to competently perform job functions and roles.
- ▶ The ETQA will annually be informed about RPL accreditation for each learning programme.
- ▶ When a learner proves to have prior learning, exemption will be given and the information be recorded in the document: "Exemption provided to learners".

3.9.10 Appeals procedure

Should a Learner feel unfairly judged "Not Yet Competent", they will have the opportunity to approach the assessor to state their case for a re-assessment. An Appeals form will be made available for this purpose. Should this not be satisfactory, the Learner may then approach the moderator for mediation and possible re-assessment?

3.9.11 Procedure for management of the assessment and moderation

The assessment will therefore focus on the extent to which a learner can demonstrate *applied knowledge or competence*. Applied competence, in terms of the National Qualifications Framework (NQF) is evidenced through the learners' ability to integrate concepts, ideas and actions in authentic, real life contexts and is expressed as practical, foundational and reflexive competence, namely:

- ▶ Practical competence - the demonstrated ability to perform a set of tasks and actions in authentic contexts

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-
- ▶ Foundational competence - the demonstrated understanding of what we are doing and why we are doing it
 - ▶ Reflexive competence - the demonstrated ability to integrate our performances with our understanding so that we are able to adapt to changed circumstances and explain the reason behind these adaptations (SAQA, 2001: 11).

Assessment Forms may differ as **SONANI TRAINING AND COMMUNICATIONS CC** may at times purchase aligned material which comes with its own Assessment Instruments. As long as the external forms cover all the content criteria of the various forms listed underneath they will be accepted by **SONANI TRAINING AND COMMUNICATIONS CC**:

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3.9.12 Assessment Appeal Form

Any candidate has the right of appeal against any, “not yet competent” decision by the assessor. If the candidate wishes to appeal, he or she should follow the procedure set out below.

I hereby wish to appeal against the outcome of an assessment.

| | | | |
|--|--|------|--|
| SECTION ONE <i>(within 1 week of receipt of assessment report)</i> | | | |
| Candidate's Name | | | |
| ID Number | | | |
| Assessment Date | | | |
| Unit Standard Title | | | |
| Reason for appeal against Assessment report (brief outline) | | | |
| Candidate | | | |
| Signature | | Date | |
| SECTION TWO <i>(within 1 week of receipt of assessment report)</i> | | | |
| Manager reconsidered decisions and rationale. (Attach a detailed report if required) | | | |
| | | | |
| | | | |
| | | | |
| Manager | | | |
| Signature | | Date | |
| The above decision has been explained to me and I accept the assessment decision is final. | | | |
| Candidate | | | |
| Signature | | Date | |
| The above decision has been explained to me and I wish to <i>submit</i> a third appeal. | | | |
| Candidate | | | |
| Signature | | Date | |

(The candidate to send this appeal form together with copies of ALL assessment documentation and portfolio of evidence to the Manager)

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3.9.13 Assessment Plan

LEARNER DETAILS:

First name & surname:

Registration number:

Identification number:

Contact details: Tel- home:

Tel – work:

Cell phone:

Learnership/Short course

Any special requirements:

ASSESSMENT DETAILS:

Date:

Time

Place:

Assessor's name and surname:

Assessor's Registration number:

EMPLOYER DETAILS:

Company name:

Company physical address:

Company telephone number:

| | | |
|----------------------------------|-------------------------|-----------------------|
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3.9.14 Assessment Planning Guidelines

The Principles of the Assessment Practice requires one to ask one's-self, when conducting an assessment, whether the assessment was:

1. Appropriate
2. Fair
3. Manageable
4. Integrated into work or learning
5. Valid
6. Direct
7. Authentic
8. Sufficient
9. Systematic
10. Open
11. Consistent

Learner Communication

1. Confirm with Learner that they want to be assessed
2. Explain the NQF and that they may obtain credits towards HET
3. Explain Competent/Not yet Competent
4. Explain Unit standard that Learner will be assessed against
5. Explain Appeals Procedure if found not yet competent
6. Give Learner any additional resources necessary
7. Get Learner to complete Application for Assessment Form
8. Look at CCF outcomes to see what assessment methods are going to be used (get list of questions organised and typed)
9. Find out from Learner and Company when best time would be that does not disturb them
10. Ensure I have all necessary stationery
11. Ensure I have Learners Company information and whereabouts and that everyone knows I am coming
12. Make Learner as comfortable as possible

Assessor Check List

1. Have I received an application to assess the candidate
2. What is the date of assessment
3. Who recommended the assessment
4. What is the title of the unit standard that the candidate will be assessed against
5. Which specific outcomes will be assessed against
6. What type of evidence would the candidate have to present? (direct, indirect or historical)
7. What assessment methods, activities and instruments am I planning to consider using? (observation, oral questioning, multiple choice, role playing, simulation)
8. When would be the best time for the assessment? (Must be cost effective to candidates company)
9. What resources and assessment documentation would I require to conduct the assessment?
10. Is there anyone else involved and what are they responsible for?

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-
11. Does the candidate have any special needs
 12. Are there any unfair barriers that the candidate could encounter during the assessment?
 13. Are the assessment conditions safe?

Checklist for evidence required for the unit standard:

| Question relating to Evidence | Methods that can be used | Instruments that can be used |
|---|--|--|
| Did the assessment address the purpose of the unit standard? | Integrative summative assessment or logbook | An assignment or project, or observation in the work place |
| Was each specific outcome covered? | Formative assessments during training | Portfolio of evidence gathered during training |
| Were assessment criteria used for each specific outcome? | Observation or assessment of portfolio of evidence | Check list of criteria on how to deliver the specific outcomes |
| Did the instrument cover the underpinning knowledge? | Ask probing questions during observation | List of possible questions with model answers |
| Did the candidate show the ability to understand and apply knowledge? | Questioning and observation | Checklists and observation sheets |

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3.9.15 Assessment Request

To _____

From: _____

Learner ID No. _____

Employed by _____

Employer address _____

I, the undersigned, hereby request / confirm my readiness to undergo assessment on the following specific outcome/s from the related unit standard/s:

| Unit Standard: | Specific Outcome: |
|----------------|-------------------|
| | |
| | |
| | |

I confirm that, for the above listed unit standard; I have attended the required number of formal facilitation sessions and have logged the minimum number of hours required in gaining workplace experience. I have also communicated this request to my supervisor.

Suitable dates for the assessment are: _____

A suitable time for assessment is:

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3.9.16 Assessor Feedback Report On The Assessment

Assessor : _____ **Learner:** _____

Date this feedback form completed : _____

You have just completed the assessment process. Please spend a few minutes thinking about the following relating to both the assessment process and your assessor.

Use the following rating scale to complete your evaluation

| | |
|---|---------------|
| 1 | Poor |
| 2 | Below Average |
| 3 | Average |
| 4 | Very Good |
| 5 | Excellent |

Please rate the following about the **Assessment Process**:

| | | | | | |
|---|---|---|---|---|---|
| The Practice of the assessment process from your first meeting with the learner through the feedback of the results | 1 | 2 | 3 | 4 | 5 |
| The availability of resources necessary for the completion of the assessment | 1 | 2 | 3 | 4 | 5 |
| The availability of other parties necessary for the completion of the assessment | 1 | 2 | 3 | 4 | 5 |
| The logistical arrangements for the whole assessment was carried out against the requirements of the assessment guide | 1 | 2 | 3 | 4 | 5 |
| The assessment was carried out against the requirements of the assessment guide | 1 | 2 | 3 | 4 | 5 |

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Please rate the following about the **Assessment Guide**:

| | | | | | |
|---|---|---|---|---|---|
| The design of the assessment guide | 1 | 2 | 3 | 4 | 5 |
| The clarity of the layout of the assessment guide | 1 | 2 | 3 | 4 | 5 |
| The user friendliness of the assessment guide | 1 | 2 | 3 | 4 | 5 |

Please rate the following about the **learner**:

| | | | | | |
|---|---|---|---|---|---|
| Co-operation and commitment to the assessment process | 1 | 2 | 3 | 4 | 5 |
| Willingness to ask question when unsure | 1 | 2 | 3 | 4 | 5 |
| Motivation to succeed on the assessment | 1 | 2 | 3 | 4 | 5 |

Please rate the following about **yourself**:

| | | | | | |
|---|---|---|---|---|---|
| The friendliness throughout the assessment | 1 | 2 | 3 | 4 | 5 |
| The willingness to help and listen to the learner | 1 | 2 | 3 | 4 | 5 |
| The clarity of your explanations and communication with the learner | 1 | 2 | 3 | 4 | 5 |
| Your knowledge of assessment | 1 | 2 | 3 | 4 | 5 |
| The timeliness of your feedback to the learner | 1 | 2 | 3 | 4 | 5 |

General assessor comments

| |
|--|
| |
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Signed : _____

Learner

Signed : _____

Assessor

Dated : _____

Thank you for your co-operation in filling out this form!

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3.9.17 Consolidated Assessment Feedback Report

| | | | |
|---------------------------|--|----------------------------|--|
| Assessor : | | Learner : | |
| Unit Standard No.: | | Unit Standard Title | |
| Date of Feedback: | | | |

Please note that this assessment decision is subject to moderation before results are submitted to the relevant ETQA

| | | | | |
|----------------------------|------------------|--|--------------------------|--|
| Assessment Result : | Competent | | Not Yet Competent | |
|----------------------------|------------------|--|--------------------------|--|

The learner is considered to be “Not Yet Competent” (NYC) against the following specific outcomes/s

| Specific Outcome | Reason For decision | Corrective actions /developments steps to be taken by the learner |
|-------------------------|----------------------------|--|
| | | |
| | | |
| | | |
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| Assessor Comments on the Feedback | Learner Comments on the Feedback |
|-----------------------------------|----------------------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

I _____
declare that I accept the assessment judgment above and that the feedback I have been given has been constructive and developmental in nature. I further declare that I have no further questions regarding the assessment decision or the feedback provided by the assessor.

Assessor

Signature: _____

Date : _____

Learner

Signature : _____

Date : _____

| | | | |
|---------------------|--|-----------------------|--|
| Moderator : | | Moderator Signature : | |
| Date of Moderator : | | Decision: | |

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3.9.18 Candidate's Feedback Regarding Assessment Process

Name of candidate _____

Name of Assessor _____

Title of unit standard that was assessed _____

Date of assessment _____

| Candidate, respond by ticking in the appropriate box | Def. Not | No | Not Sure | Yes | Yes Def. |
|---|----------|----|----------|-----|----------|
| Did the assessor help you to feel relaxed and comfortable: | | | | | |
| Did she/he explain the assessment procedure clearly? Did you agree with it? | | | | | |
| Did she/he explain the appeals procedure to you before the assessment? | | | | | |
| Did she/he encourage you to take part and to link your evidence to the standards? | | | | | |
| Were you properly prepared for the assessment? | | | | | |
| Could you choose the language you used? | | | | | |
| Was the place where the assessment took place good enough? (Was there enough light, air, & the right equipment, etc.) | | | | | |
| Were the questions asked of you clear? Were they relevant to the right assessment criteria? | | | | | |

| Candidate, respond by ticking in the appropriate box | Def. Not | No | Not Sure | Yes | Yes Def. |
|--|----------|----|----------|-----|----------|
| Did you have enough time to answer the questions? | | | | | |
| Did your assessor make sure that all assessment criteria in the ranges were covered? | | | | | |
| Were all possible sources of evidence considered? | | | | | |

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|---|--|--|--|--|--|
| Were assessment decisions clear? Were they made in a positive manner? | | | | | |
| Did you agree with the decision? | | | | | |
| If not, are you going to appeal in writing? | | | | | |
| Have you completed and signed all the necessary documentation? | | | | | |
| Did you have an observer representing you during the assessment? | | | | | |

Candidate, briefly explain how you felt about your own performance during the assessment.

| |
|--|
| |
| |
| |
| |

Candidate, can you make recommendations to improve the assessment process?

| |
|--|
| |
| |
| |
| |

Candidate's Signature _____ Date _____

Thank you for completing this evaluation!

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3.9.19 Personal Action Plan To Collect Additional Evidence

Name of candidate _____

Assessment date _____

Unit standard assessed against _____

| Specific outcomes and assessment criteria | Evidence still to be gathered | Specific actions to take | Due Date |
|---|-------------------------------|--------------------------|----------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

I (the candidate) agree ☐ / do not agree ☐ with this action plan proposed by the Assessor.

Candidate's Signature _____

Date _____

Name _____ of _____

Assessor _____

Contact Tell. No. of Assessor _____

| | | |
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3.9.19.1 Function of moderation activities

- ▶ To verify that assessment are fair, valid, consistent and reliable, and to identify where there is any need for redesigning assessment activities, or for re-assessing learners
- ▶ To adjust interpretations of standards for the future
- ▶ To provide a mechanism for handling appealed assessments
- ▶ To provide feedback on the quality of unit standards

3.9.19.2 Timing of Moderation

Moderation will happen immediately after learners have been deemed Competent by Assessors. This type of moderation looks at the learner's work and may also look at assessment decisions that have been made on this work. This form of moderation would ensure that assessment decisions were accurate and consistent. A time period for the completion of moderation of learners POE's will be discussed with the organisation and a formal agreement stating this time will be entered into by the moderator and organisation and strictly followed. The maximum lapse between assessed POE's and the moderation process is 1 Month.

3.9.19.3 Role and expertise of moderators

Moderators must be carefully selected. They should have standing and unquestionable skill in assessment practices and a close understanding of the expectations of users. Moderators will need to have a clear understanding of the objectives to be achieved and the procedures to follow. Moderators must never step outside their role.

3.9.20 The main functions of the internal moderator will be:

- ▶ To verify that assessments are fair, valid, reliable and practicable
- ▶ To identify the need to redesign assessments if required
- ▶ To provide an appeals procedure for dissatisfied learners
- ▶ To evaluate the performance of assessors
- ▶ To provide report if required, for the de-registration of unsatisfactory assessors
- ▶ To provide feedback to the SETQAA on unit standard and qualifications
- ▶ To moderate a sample percentage of 25%

The internal moderator needs to know the specific learning field and the area of assessment. The internal moderator should also have an in-depth understanding of assessment practices, and should be able to ensure smooth and efficient running of the internal assessment and moderation system.

3.9.20.1 Reporting on internal moderation

Where training against a single unit standard or a cluster of unit standards, the Moderator is required to conduct Internal Moderation activities, in line with SETQAA's Policy and the provider's QMS. A report will be submitted to the Training Provider regarding the moderation outcome and to the relevant SETQAA.

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3.9.20.2 Registration of internal moderators

In order to be registered as a moderator the moderator will have to demonstrate competency in the following registered outcomes:

- ▶ Plan and prepare for moderation
- ▶ Conduct moderation
- ▶ Advice and support assessors and assessment agencies
- ▶ Report, record and administer moderation
- ▶ Review moderation systems and processes

In accordance with SETQA policy for SETA Accredited Providers internal moderators should meet the following criteria:

- ▶ Be a registered constituent assessor
- ▶ Have assessment experience
- ▶ Be qualified as a moderator as per the outcomes defined within the Registered Unit Standard for Moderation of assessment
- ▶ Be familiar with the principles for assessment and moderation
- ▶ Have knowledge and/or experience of the Learning Area

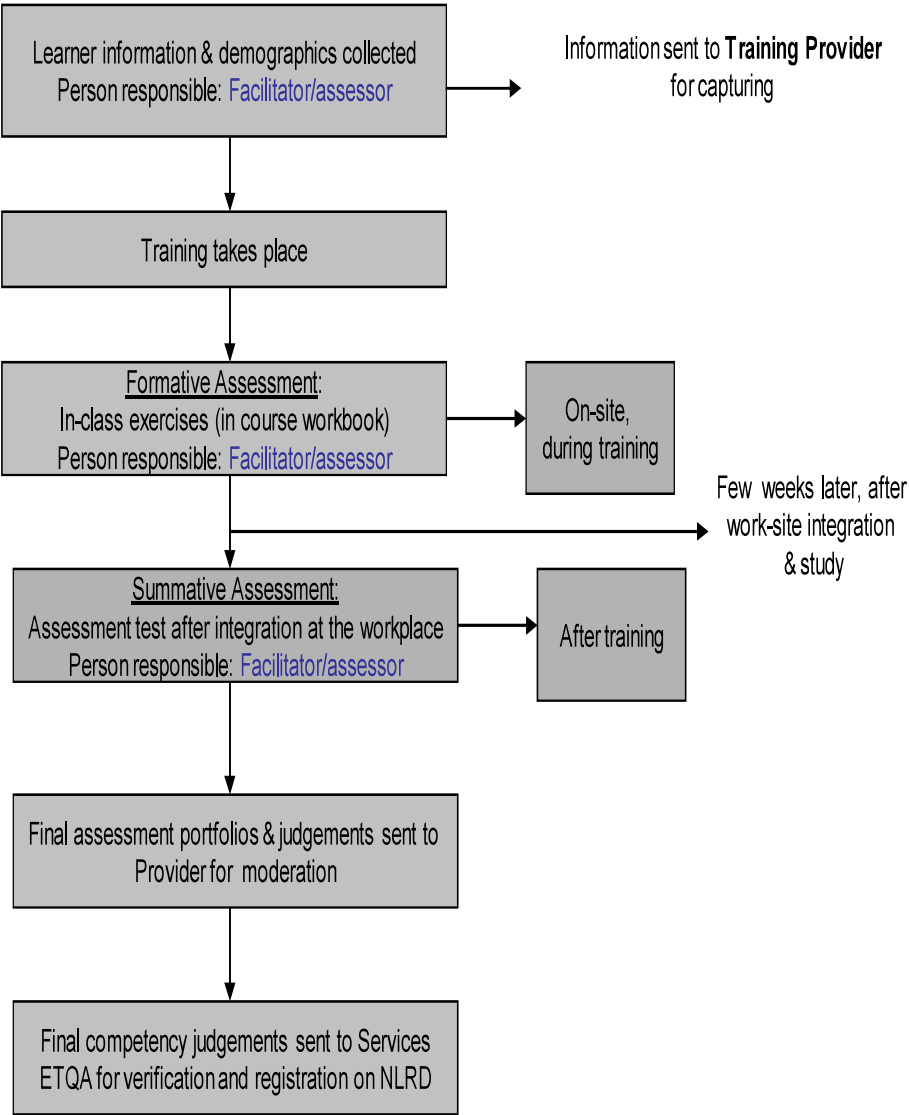
3.9.20.3 Internal moderation process

In order to assess whether or not the assessor is making the correct assessment decision, it is necessary to follow every detail of the assessment process. Therefore, it is necessary for the moderator to have the same assessment documents as the assessor. The internal moderator will check on the process of assessment, including:

- ▶ Assessor preparation
- ▶ Learner briefing/introduction
- ▶ Assessments
- ▶ Judgements
- ▶ Learner feedback

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Procedure for Management of Assessment
& Moderation



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Stages of Internal Moderation

1.

Training Provider Appoints Contracted Internal Moderator

2.

Training Provider meets with Moderators and hands over completed Assessments

3.

Moderator liaises with Training Provider on Moderation Outcomes

4.

Training Provider attends to any moderation queries

5.

Moderator signs off on the assessment

6.

Moderator reports to SETQAA and Training Provider as specified

3.9.20.4 Providers check list of responsibilities with regards to internal moderation

7.

Training Provider uploads Learners details onto NLRD

| | | DONE | | NOTES |
|----|---|------|---|-------|
| | | Y | N | |
| 1. | Training policies and procedures | | | |
| 2. | Training Provider to implement these policies ensuring this check list is completed when following the Moderation process | | | |
| 3. | Training Provider to evaluate policies and implement | | | |

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| | | | |
|----|---|--|--|
| 4. | Training Provider to co-ordinate moderation and assessment activities as per policies and procedures in place | | |
| 5. | RESOURCES The moderation system will require professional outsourced moderators. This mutually agreed payment will be paid by Training Provider of which the cost will have been included in the quote to the client for assessment and moderation | | |
| 6. | TIMING The moderation process will occur periodically throughout the year | | |
| 7. | EXTENT 25% of all Assessments of each Unit Standard will be moderated The Assessment instruments and guides will be approved by the ETQA of each unit standard Only accredited Moderators will be used to ensure moderation activities are sufficient to protect the integrity of standards and qualification | | |
| 8. | MATERIALS Assessment guides and tools will be supplied to Moderators for each unit standard being moderated Assessment tools will include model answers | | |
| 9. | PERSONNEL Either constituent personnel within the Company or external moderators will be sourced It is the Training Providers aim to up skill its staff members to become internal moderators in the future External moderators will be Seta Accredited, with proof of Certificate and CV filed in Moderators File Moderators will be knowledgeable in the field of moderating | | |

3.9.20.5 Internal moderation process

External moderation is a means of ensuring that all providers delivering programmes related to the same unit standards and qualifications are assessing and moderating consistently to the same standard and in a well-designed manner.

The internal moderation will involve:

- ▶ Checking that the systems required to support the provision of related learning programmes across the institution are appropriate and working effectively
- ▶ Providing advice and guidance to providers, assessors and internal moderators within their field

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-
- ▶ Maintaining an overview of the provision across providers within their related field
 - ▶ Checking that all the staff involved in assessment and moderation within the institution are appropriately qualified and experienced
 - ▶ Checking the credibility of assessment and moderation methods and instruments used within the institution
 - ▶ Checking on the internal moderation systems within the institutions
 - ▶ Through sampling, monitoring and observing assessment processes and learners' evidence ensure consistency with regard to other providers related to the same field of learning
 - ▶ Checking on assessors' and moderators' decisions within the institution
 - ▶ Providing feedback to the SETQAA on moderation practices and advising SETQAA as well as the Outsourced Partners on necessary changes to assessment, moderation and qualification policies and procedures

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3.9.21 Plan And Prepare For Moderation Of Assessment

| | | | |
|--------------------------|--|---------------------------|--|
| ASSESSOR NAME | | MODERATOR NAME | |
|--------------------------|--|---------------------------|--|

| Assessment criteria | Comments: Internal Moderator | Comments: External Moderator |
|--|---|---|
| 1.1 A moderation system is confirmed to be in place and planning and preparation activities are aligned with moderation system requirements | | |
| 1.2 The scope of the moderation is confirmed with relevant parties | | |
| 1.3 Planning of the scope and nature of the moderation activities ensure the manageability of moderation and enable a fair judgement to be passed on the assessments under review | | |
| 1.4 The contexts of the assessments under review are clarified with the assessors or assessment agency, and special needs are taken into consideration in the planning | | |
| 1.5 Moderation processes are sufficient to deal with all common forms of evidence including evidence gathered for recognition of prior learning | | |
| 1.6 Required physical and human resources are ensured to be ready and available for use. Logistical arrangements are confirmed with relevant role players prior to the moderation | | |
| 1.7 A variety of moderation techniques are described and compared in terms of strengths, weaknesses and applications. The descriptions address the need to uphold the principles of assessment and the need for manageable, credible and reliable moderation | | |

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3.9.22 Conduct Moderation Of Assessment

| | | | |
|------------------|--|-------------------|--|
| ASSESSOR NAME | | MODERATOR NAME | |
|------------------|--|-------------------|--|

| Assessment criteria | Comments: Internal Moderator | Comments: External Moderator |
|--|------------------------------------|------------------------------------|
| 2.1 The moderation is conducted in accordance with the moderation plan. Unforeseen events are handled without compromising the validity of the moderation | | |
| 2.2 The assessment instruments and process are checked and judged in terms of their appropriateness, fairness, validity and sufficiency for assessment. The moderation decision enables the quality assurance body's requirements for fairness, appropriateness, validity and sufficiency to be achieved | | |
| 2.3 Confirmation of assessment decisions enables the quality assurance body's requirements for consistency to be achieved. | | |
| 2.4 Moderation confirms that special needs of candidates have been provided for but without compromising the required standards | | |
| 2.5 The proportion of assessment decisions selected for verification meets the quality assurance body's requirements for consistency and reliability and the use of time and resources | | |
| 2.6 Appeals against assessment decisions are handled in accordance with the appeal procedures | | |
| 2.7 Key principles of assessment are described in terms of their importance and affect on the assessment and application of the assessment results | | |
| 2.8 A variety of assessment methods are described and compared in terms of strengths, weaknesses and applications | | |

ASSESSOR
SIGNATURE

_____ DATE: _____

MODERATOR
SIGNATURE

_____ DATE: _____

EXTERNAL
MODERATOR

_____ DATE: _____

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3.9.23 Advise And Support Assessors And Assessment Agencies

| | | | |
|--------------------------|--|---------------------------|--|
| ASSESSOR NAME | | MODERATOR NAME | |
|--------------------------|--|---------------------------|--|

| Assessment criteria | Comments: Internal Moderator | Comments: External Moderator |
|---|---|---|
| 3.1 The nature and quality of advice facilitates common understanding of the relevant standards and issues related to their assessments by assessors | | |
| 3.2 The nature and quality of advice promotes assessments in accordance with god assessment principles and enhances the development and maintenance of quality management systems in line with ETA requirements | | |
| 3.3 All communications are conducted in accordance with relevant confidentiality requirements | | |

**ASSESSOR
SIGNATURE**

DATE:

**MODERATOR
SIGNATURE**

DATE:

**EXTERNAL
MODERATOR**

DATE:

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3.9.24 Report, Record And Administer Moderation

| | | | |
|------------------|--|-------------------|--|
| ASSESSOR NAME | | MODERATOR NAME | |
|------------------|--|-------------------|--|

| Assessment criteria | Comments: Internal Moderator | Comments: External Moderator |
|--|---------------------------------|------------------------------------|
| 4.1 Moderation findings are reported to designated role-players with agreed timeframes and according to the quality assurance body's requirements for format and content | | |
| 4.2 Records are kept and maintained in accordance with ETQA requirements | | |
| 4.3 Confidentiality of information relating to candidates, assessors and assessing agencies is preserved in accordance with the requirements of the assessing agency and ETQA requirements | | |

ASSESSOR
SIGNATURE

DATE:

MODERATOR
SIGNATURE

DATE:

EXTERNAL
MODERATOR

DATE:

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3.9.25 Review Moderation Systems And Processes

| | | | |
|------------------|--|-------------------|--|
| ASSESSOR NAME | | MODERATOR NAME | |
|------------------|--|-------------------|--|

| Assessment criteria | Comments: Internal Moderator | Comments: External Moderator |
|---|---------------------------------|------------------------------------|
| 5.1 Strengths and weaknesses of moderation system and processes are identified in terms of their manageability to make judgements on the quality and validity of assessment decisions | | |
| 5.2 Recommendations to moderation systems and processes have the potential to facilitate their improvement in line with ETQA requirements and overall manageability | | |
| 5.3 The review enhances the credibility and integrity of the recognition system | | |

ASSESSOR
SIGNATURE

DATE:

MODERATOR
SIGNATURE

DATE:

EXTERNAL
MODERATOR

DATE:

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3.9.26 Internal / External Moderation Of Formative Assessment

| ASSESSOR NAME | ASSESSOR SIGNATURE | INTERNAL MODERATOR NAME | INTERNAL MODERATOR SIGNATURE |
|---------------|--------------------|-------------------------|------------------------------|
| | | | |

| LEARNER NAME | UNIT STANDARD NO | ASSESSMENT METHOD USED DURING MODERATION | DATE OF MODERATION |
|--------------|------------------|--|--------------------|
| | | | |

| PERFORMANCE INDICATORS | YES | NO |
|--|-----|----|
| Did the learner request to be assessed? | | |
| Did the assessor and the learner agree on an assessment plan? | | |
| Was the learner prepared and ready for the assessment? | | |
| Did the assessor observe the learner undertaking the activities? | | |
| Were there registered unit standards available | | |
| Were assessment instruments available and appropriate? | | |
| Were assessment specifications correct or appropriate? | | |
| Did the assessor gather evidence from the observation and question the learner regarding the responses? | | |
| Did the assessor judge the evidence against the criteria and make the assessment decision? | | |
| Did the assessor give the learner feedback? | | |
| Did the assessor record the outcome of the assessment? | | |
| Was the assessment successfully completed? | | |
| Did the assessor assess the learner according to the Unit Standard: Specific Outcomes and Assessment Criteria? | | |
| Did the assessment make sure the underpinning knowledge and range was covered? | | |
| COMMENTS: | | |
| EXTERNAL MODERATOR COMMENTS AND SIGNATURE | | |

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| | | | |
|-----------------------|---------------------------|---|----------------------------|
| ASSESSOR NAME | ASSESSOR SIGNATURE | MODERATOR NAME | MODERATOR SIGNATURE |
| | | | |
| LEARNER'S NAME | UNIT STANDARD NO | ASSESSMENT METHOD USED DURING MODERATION | DATE OF MODERATION |
| | | | |
| | | | |

| PERFORMANCE INDICATORS | YES | NO |
|---|------------|-----------|
| Did the assessor inform the learners well in advance on dates for the summative assessment? | | |
| Did the assessor inform the learners on the contents that would be covered during the summative assessment? | | |
| Did the assessor set up the summative assessment well in advance? | | |
| Was the specification for setting the summative assessment followed clearly? | | |
| Were the correct quality assurance procedures followed during the summative assessment? | | |
| Was the appeals procedure accessible and explained to the learner? | | |
| | | |
| Did the assessor record the outcomes of the assessment? | | |
| Was the summative assessment successfully completed? | | |
| Were re-assessment options given to the learner judged as NYC and were these agreed on? | | |
| Did the assessor give the learners feedback? | | |
| Did the assessor receive feedback from the learner on the assessment process? | | |
| COMMENTS: | | |
| | | |
| EXTERNAL MODERATOR COMMENTS AND SIGNATURE | | |
| | | |

| | | |
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3.9.27 Moderation Of Learner Portfolio Of Evidence

| ASSESSOR NAME | ASSESSOR SIGNATURE | MODERATOR NAME | MODERATOR SIGNATURE |
|---------------|--------------------|----------------|---------------------|
| | | | |

| LEARNER NAME | UNIT STANDARD NO | SPECIFIC OUTCOME COVERED DURING MODERATION | DATE OF MODERATION |
|--------------|------------------|--|--------------------|
| | | | |

| PERFORMANCE INDICATORS | YES | NO |
|--|-----|----|
| Are the learner's portfolio files in a neat state? | | |
| Are the portfolio files clearly indexed? | | |
| Are the assignments clearly numbered? | | |
| Are the curriculum vitae of the learner available in the portfolio file? | | |
| Are the signatures of the learner and assessor on the documents? | | |
| Did the assessor assess the learner's portfolio files frequently to make sure everything is in order and complete the necessary forms? | | |
| Is the assessment method matrix and learner progress matrix completed? | | |
| Did the assessor assess the learner regularly according to the Unit Standards: Specific Outcomes and Assessment Criteria? | | |
| COMMENTS: | | |
| EXTERNAL MODERATOR COMMENTS AND SIGNATURE | | |

| | | |
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3.9.28 Moderation Feedback To Assessor

Moderator Details

| | |
|---------------------------|--|
| Name | |
| Designation / Job Title | |
| Registration Number | |
| Purpose of the moderation | |

Assessor Details

| | |
|-------------------------|--|
| Name | |
| Registration Number | |
| Designation / Job Title | |

| | |
|--------------------------------|--|
| Date of Moderation | |
| Number of portfolios moderated | |
| Name of Learners Moderated | |
| Scope of Moderation | |

FEEDBACK COMMENTS

| |
|--|
| |
|--|

ASSESSOR
SIGNATURE

DATE:

MODERATOR
SIGNATURE

DATE:

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3.9.29 Assessor's Review Of Moderation

Moderator Details

| | |
|-------------------------|--|
| Name | |
| Designation / Job Title | |
| Registration Number | |

Assessor Details

| | |
|-------------------------|--|
| Name | |
| Registration Number | |
| Designation / Job Title | |

| MODERATION ASPECT | ✓ | X | COMMENT |
|--|---|---|---------|
| Did the moderator inform you (assessor) in advance about the moderation to take place? | | | |
| Did you have insight into all relevant policies and moderation instruments prior to moderation? | | | |
| Were you offered the opportunity to clarify any uncertainties about the moderation process? | | | |
| Did the moderation impact negatively / positively on the assessment process in any way? (i.e. compromising / supporting assessment principles) | | | |
| Did the moderator offer you any advice and support on the assessment process? | | | |
| Was feedback on the assessment moderated handled in a professional manner? (i.e. promptly, in confidentiality, constructive, sufficient) | | | |

General comments on the moderation process:

ASSESSOR
SIGNATURE

DATE:

MODERATOR
SIGNATURE

DATE:

| | | |
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3.10 POLICY 10: REPORTING POLICY

SONANI TRAINING AND COMMUNICATIONS CC will implement a system for maintaining and updating information on all Learners passing through the organisation. The system will serve the needs of **SONANI TRAINING AND COMMUNICATIONS CC** Learners and be compatible with reporting requirements of the relevant ETQA and therefore ultimately contribute to the maintenance of the SAQA National Learner's Records Data Base.

The system will include the following information as a minimum: -

- ▶ name of the Learner
- ▶ unique Learner number or reference
- ▶ contact details
- ▶ demographics, i.e. age, gender, location, etc.
- ▶ education and training background and experience, e.g. prior credits or qualifications, prior learning and previous learning experiences
- ▶ special learning needs (if any) e.g. disabilities or learning difficulties
- ▶ additional learning needs (if any) e.g. further experience or new technology
- ▶ programme or programmes for which the Learner is registered
- ▶ resource factors, e.g. place and date of learning & equipment and materials used
- ▶ comprehensive assessment records
- ▶ Standards achieved

SONANI TRAINING AND COMMUNICATIONS CC will ensure that Learner information is kept strictly confidential, except for reporting to authorised bodies such as the ETQA or SAQA, where Learners may wish information to be divulged to outside parties such as potential employers or sponsors.

Statistical information from the system will be used in order to improve the design, delivery and assessment of learning programmes.

3.10.1 Reporting procedures to the ETQA

All communications with the SETA/ETQA will be honoured within ten working days.

All correspondence will be recorded and catalogued.

3.10.2 Procedures to capture learner information in a record data base

- ▶ Biographical data of each learner is captured.
- ▶ Name of the learning programme is captured.
- ▶ The unit standard(s) if and when available is captured.
- ▶ The outcomes that the learner achieved are recorded.

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3.10.3 Example of Learner Achievement Template that will be used to upload learner results with Moderator Report to Seta

[illegible]

| | | |
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3.10.4 Example of Comprehensive Learner Management System Database to be used

Unit Standard ID 242824

| | |
|----------------------------|---|
| Unit Standard Title | Apply Leadership Concepts in a work context |
|----------------------------|---|

| | |
|---------------------------------|------------|
| Training Programme Title | Leadership |
|---------------------------------|------------|

[illegible]

| | | |
|----------------------------------|-------------------------|-----------------------|
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3.11 POLICY 11: DOCUMENT AND RECORD MANAGEMENT POLICY

SONANI TRAINING AND COMMUNICATIONS CC will manage all documents and records that relate to requirements of the **SONANI TRAINING AND COMMUNICATIONS CC** Quality Management System including, but not limited to the following: -

- ▶ Learner Records
- ▶ Staff records
- ▶ Management system records
- ▶ ETQA records
- ▶ SAQA records
- ▶ Registered letters
- ▶ General correspondence

3.11.1 Document and record management activities will ensure the following:-

- ▶ Appropriate documents are reviewed and approved by authorised personnel prior to issue and use.
- ▶ Pertinent issues of appropriate documents are available at all locations where they are required.
- ▶ Obsolete documents are promptly removed from all points of issue or use.
- ▶ Changes made to documents are identified in the document or attachment, and that all such changes are approved by authorised personnel prior to being implemented.
- ▶ Records will be maintained to demonstrate the efficient running of the organisation and the effective operation of the Quality Management System.
- ▶ All records will be legible and readily retrievable, and be kept so as to prevent loss or deterioration.
- ▶ Retention times for archiving records will be established and no records will be destroyed without prior approval of authorised personnel.
- ▶ Control of records will include identification, collection, indexing, access, storage, maintenance and disposition.

3.11.1.1 Procedures to store assessment records

Records of formative and summative assessment are stored alphabetically per learner folder.

Information that can be stored electronically will be stored on a computer backed up by a sound backup system.

The following will be stored:

- ▶ written tests;
- ▶ oral tests;
- ▶ oral questioning;
- ▶ interviews;
- ▶ case studies;

| | | |
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-
- ▶ projects;
 - ▶ competency assessment;
 - ▶ demonstration of activities;
 - ▶ role-play/simulation activities;
 - ▶ assignments;
 - ▶ direct observation of behavioural activities;
 - ▶ adherence to knowledge criteria;
 - ▶ adherence to skills criteria;
 - ▶ observation of insight and creative thinking; and
 - ▶ final outcomes

3.11.1.2 Track Record of Electronic Back Up of all Company Documents Form

| Document Name | Method of Storage | Due date of back up | Actual date of back up | Signature of person completing back up | Signature of person receiving back up |
|---------------------------|-------------------|---------------------|------------------------|--|---------------------------------------|
| Learner Records | | | | | |
| Staff Records | | | | | |
| Management System Records | | | | | |
| ETQA Records | | | | | |
| SAQA Records | | | | | |
| Registered Letters | | | | | |
| General Correspondence | | | | | |

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3.12 POLICY 12: HEALTH AND SAFETY MANAGEMENT POLICY

SONANI TRAINING AND COMMUNICATIONS CC will strive to ensure the Health and Safety of all Learners, staff and visitors attending, working in or visiting the organisation, at all times, by all means.

The Occupational Health and Safety Act (OHSA) requires employers to provide a safe workplace by informing employees/learners about potential hazards, training them to deal with hazards and recording workplace injuries.

As an employer its employees/learners are considered to be its most valuable assets and as employers' we undertake to safeguard our employees/learners through providing and maintaining, as far as reasonably practical, a working environment that is safe and without risk to the health of its employees/learners. In ensuring a safe and healthy working environment all employees/learners should work together with the employer in minimizing any risk that might jeopardize the health and safety of employees/learners.

SONANI TRAINING AND COMMUNICATIONS CC will implement Health and Safety measures to ensure this policy is successful including but not limited to the following:-

- ▶ providing premises and equipment that meet relevant statutory regulations
- ▶ implementing planned emergency procedures
- ▶ employing security staff
- ▶ installing security systems
- ▶ providing adequate insurance cover
- ▶ take into consideration the following:
 - o Occupational Health and Safety Act, 1993 and applicable Regulations in terms of the said Act
 - o Compensation for Occupational Injuries and Diseases Act, 1993
 - o Leave Policy
 - o Smoking Policy
- ▶ Have the following documents in place:
 - o Local emergency/evacuation plans
 - o Occupational Health and Safety Act
 - o Health & Safety Venue Check List

3.12.1 Work environment

SONANI TRAINING AND COMMUNICATIONS CC will ensure that human and physical factors of the work environment are identified and managed, e.g.

- ▶ Human factors: work methods, safety regulations, ergonomics
- ▶ Physical factors: heat, noise, light, pollution

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SONANI TRAINING AND COMMUNICATIONS CC will ensure that all contracts with work site Providers utilised by **SONANI TRAINING AND COMMUNICATIONS CC** have Safety and Health requirements included.

3.12.2 Responsibilities of employer

All Employers have the statutory responsibility and accountability for health and safety within their components and working environment.

3.12.3 Responsibilities of employees/learners

The responsibilities of each employee are the following:

- ▶ Take reasonable care for the health and safety of him/her and of other persons who may be affected by his/her omissions.
- ▶ As regards any duty or requirement imposed on his/her employer or any other person, co-operated with such employer or person to enable that duty or requirement to be performed or complied with.
- ▶ Carry out any lawful order given to him/her, and obey the health and safety rules and procedures laid down by his/her employer or by anyone authorized thereto by his/her employer, in the interest of health and safety.
- ▶ If any situation which is unsafe or unhealthy comes to his/her attention, as soon as practical report such situation in writing to his/her employer or to the health and safety representative for his/her workplace or section thereof, as the case maybe, who shall report it to the employer.
- ▶ If he/she is involved in any incident which may affect his/her health or which has caused an injury to him/herself, report such incident to his/her employer or to anyone authorized thereto by the employer, and to his/her health and safety representative, but not later than the end of the particular working day during which the incident occurred, unless the circumstances were such that the reporting of the incident was not possible, in which case he/she shall report the incident as soon as practicable thereafter.

3.12.4 Health and Safety Representatives/Committees

- ▶ Health and Safety representatives must be appointed as specified in section 17 of the Occupational Health and Safety Act.
- ▶ The relevant programme manager shall appoint at least one Health and Safety representative for every 100 employees/learners or part thereof. The names of those designated as Health and Safety representatives shall be made known by placing notices on the notice boards of the various work places. A Health and Safety representative shall be appointed within a 30 days period after notice has been received that a Health and Safety representative will vacate the position.

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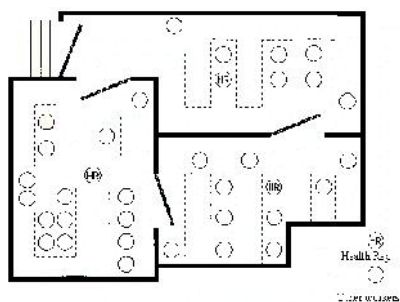
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- ▶ Health and Safety representatives shall incorporate their duties in their performance agreements and shall not suffer any prejudice in their employment as a consequence of carrying out their duties as representatives.
- ▶ Health and Safety Committees as prescribed in section 19 of the Occupational Health and Safety Act shall be established. Such committees shall meet on a quarterly basis.
- ▶ The functions of the Health and Safety Representatives/Committees are prescribed in sections 18 and 20 of the Occupational Health and Safety Act.

Depending on circumstances, an inspector may require the designation of more representatives, even in the case where the number of employees/learners is less than 20. For example, the layout of an environment may be of such a nature that the designation of only one representative for 50 employees/learners is insufficient the inspector may then require the designation of more representatives.

However, if the employer and employees/learners so agree, more than the prescribed number of Representatives may be designated.



An inspector should be accompanied in the Workplace by a representative from both union and management.

What are the responsibilities of the Health and Safety representatives?

EDUCATE

NEGOTIATE

CONSULT WITH EXPERTS



6



necessary under the circumstances, to provide first aid treatment in case of injury or

workplace, which shall be available in the workplace. The first aid equipment, which includes at least the equipment

STUDY/RESEARCH

HEALTH COMMITTEE

HEALTH REPS

MONITOR

BOX OF BOXES SH

listed in Annexure A of the General Safety Regulations in terms of the Occupational Health and Safety Act.

- ▶ For every group of up to 50 employees/learners the relevant person (Manager) shall designate such person who holds a valid certificate of competency in First Aid to assist with first aid treatment at the workplace.

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- ▶ Shall be communicated through the notice boards.
- ▶ Each injury on duty shall be reported on the prescribed forms as indicated in the Compensation for Occupational Injuries and Diseases Act to the Health and Safety representative as well as the Management. The management component shall forward the forms to Compensation, in order to register the injury on duty. Copies of all reported work related injuries should be submitted for record purposes and investigation as to the cause of the injury.
- ▶ Should the circumstances determine, any injured person should be provided treatment to avoid contracting HIV/Aids.
- ▶ If any employee is exposed to asbestos, due record shall be kept in time with Regulation 8 of the Asbestos Regulations for possible diagnosis of resulting lung diseases at a later stage.

3.12.5 Working Environment

Leased or Owned Premises

- ▶ **SONANI TRAINING AND COMMUNICATIONS CC** will ensure that properties that are leased or owned premises meet statutory requirements and that all Lease Agreements or Sale Agreements are in place and filed accordingly.
- ▶ These agreements will be in place to ensure no disruption of service carried out by **SONANI TRAINING AND COMMUNICATIONS CC**
- ▶ These agreements will only be signed by **THABISILE P SHAZI** of **SONANI TRAINING AND COMMUNICATIONS CC**
- ▶ The Premises will all comply with the Occupational Health and Safety Policy and Procedures as stated in **SONANI TRAINING AND COMMUNICATIONS CC** Quality Management System.

Buildings and offices

- ▶ The employer shall ensure that all working areas are kept in a clean hygienic, safe, whole and leak free condition and in a good state of repair.
- ▶ When floors are washed/polished proper notice boards shall indicate that such floors are wet/slippy.
- ▶ Structural integrity shall be ensured through applicable maintenance of buildings and structures.
- ▶ Unauthorized access of employees/learners to areas of maintenance/repair/buildings/evacuation/demolition shall be prohibited.

Lighting

- ▶ The employer shall ensure that sufficient lighting levels and visibility is provided and maintained under all operating circumstances by ensuring that
- ▶ Vision requirements for employees/learners that are partly sighted are identified and addresses;
 - o Glare in any workplace be reduced to a level that does not impair vision;
 - o Lighting on rotating machinery is such that the hazard at stroboscopic effect is eliminated; and

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- o Luminaries and lamps are kept clean and, when defected, are replaced or repaired forthwith.

- ▶ With a view to emergency evacuation of indoor workplaces without natural lighting, emergency sources of lighting shall be provided.

Ventilation

- ▶ The employer shall ensure that every workplace occupied is ventilated either by natural or mechanical means in such a way that the air breathed by employees/learners does not endanger their safety.
- ▶ Central air conditioning and humidifier systems shall be tested annually for the presence of bacteria and pathogenic organisms.

Sanitation

- ▶ The employer shall ensure that sufficient sanitary facilities in relation to the number of users (employees/learners and clients) are provided.
- ▶ The employer shall ensure that the hygienic conditions of such facilities comply with the provisions of the Occupational Health and Safety Facilities Regulations as well as with SABS 0400.
- ▶ Sanitary bins shall be provided.

Lifts

- ▶ The employer shall designate a competent firm (s) to examine and maintain all lifts in buildings occupied at least once a month or at such intervals as prescribed by its manufacturer.

Machinery

- ▶ The employer shall safeguard machinery used by ensuring that it is installed, operated and maintained in such a manner as to prevent the exposure of persons to hazardous or potentially hazardous conditions or circumstances.
- ▶ Supervisors of employees/learners that utilize machinery shall ensure that such employees/learners are fully aware of the dangers attached thereto and is conversant with the precautionary measures to be taken or observed to obviate such dangers.
- ▶ Only competent employees/learners shall be permitted to utilize machinery.

Electrical equipment/installation

- ▶ The employer shall ensure that all electrical installations meet all legislated standards. A certificate of compliance from an accredited authority shall be kept on record.
- ▶ All electrical distribution boards shall be duly numbered/labelled and only authorized persons may open such distribution boards.
- ▶ Regular inspections of switches, plugs jointing, fuse boxes, distribution boards, etc shall be conducted to ensure they are in a safe condition.

Fire emergency equipment

- ▶ The employer shall ensure that all fire emergency equipment is visible and accessible at all times.

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- ▶ All fire extinguishers and other fire-fighting equipment shall be inspected and tested regularly to ensure that it is in good working order.
- ▶ All escape routes shall be clearly identified and shall be unobstructed at all times.

Computer equipment

- ▶ The employer shall provide for computer screen protectors in case of an employee who can demonstrate, by means of a fully motivated submission that she/he inherently works with the computer for a period of no less than six (6) hours a day.

Work in Elevated Positions

- ▶ No employee such as cleaners etc shall work in an elevated position, unless such work is performed safely from a ladder or scaffolding, or a position where such person has been made safe as if he/she was working from scaffolding.

Provision of Protective Clothing/Equipment

- ▶ The employer shall provide, protective clothing/equipment for the face, eyes, ears, hands, feet, legs, body where necessary –
- ▶ To comply with legislation or a collective agreement;
- ▶ To safeguard the employee's health;
- ▶ To prevent the transmission of an infection; or
- ▶ To protect the employee's private clothes or uniform from excessive dirt or wear.

Emergency/Evacuation Plan

- ▶ To develop within two months after the implementation of this policy a comprehensive emergency/evacuation framework. And shall develop an emergency/evacuation plan for each office, such plan shall conform to the framework regarding action to be taken in case of fire, gas, floods, bomb threats, robbery, etc. In case of sharing accommodation with other departments/companies such emergency/evacuation plans shall be developed in conjunction with the other occupants of the building.
- ▶ Quarterly implementation drills shall be conducted to ensure that each employee knows how to react in events of emergency.
- ▶ Emergency telephone numbers of the Health and Safety representatives, the police, the fire department, the ambulance services, etc shall be made available and be pasted on each telephone.

Security and Access Control

- ▶ A security and access control framework shall be developed to ensure the safety of all employees/learners and shall be implemented.
- ▶ The framework shall include measures with regard to the safe handling of money within the workplace and outside the workplace.

Exposure to an environment which is regarded as a health risk

- ▶ If an employee is exposed to an environment, which is regarded as a health risk, e.g. unknown hazardous substances at industries inspected, leaking gas or possible risk of asbestos

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exposure in his/her workplace; the employee's absence may be covered by the granting of special leave.

Violence in the workplace

- The employer shall, as far as reasonably practical, ensure that the workplace is violence free.

3.12.6 Safety and Health Training Venue checklist procedures

When **SONANI TRAINING AND COMMUNICATIONS CC** trains on clients premises or at outsourced Conference Facilities, the **SONANI TRAINING AND COMMUNICATIONS CC** will ensure that the Venue being utilised will adhere to the criteria as set out in the undermentioned Safety and Health Training Venue Checklist. **THABISILE P SHAZI** will ensure that the venue owner will have adequate policies in place to comply with the Health and Safety Act and the Training Venue Checklist. This is to ensure that all staff/employees/contractors/learners are adequately covered in the likelihood of any safety and health issues.

This checklist must be attached to the Register of the days as proof of implementation of this Policy. This checklist will be viewed by the various ETQA's when Portfolio of Evidences are externally moderated by a SETA.

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3.12.7 Safety and Health Training Venue checklist

| CHECKLIST | NO | YES |
|---|----|-----|
| 1. Are there exit signs in case of emergency? | | |
| 2. Are there fire extinguishers available? | | |
| 3. Are the fire extinguishers being serviced regularly? | | |
| 4. Do the learners know about the emergency evacuation procedures for the training room being utilised? | | |
| 5. Are the desks clear of any cracks/breaks that could damage the learner at all? | | |
| 6. Are the light switches all working and in safe order or is there enough natural light in the class room? | | |
| 7. Are the bathrooms clean? | | |
| 8. Is there running water? | | |
| 9. Are the toilets all working? (1 toilet per 10 learners) | | |
| 10. Do the learners know where the bathrooms are? | | |
| 11. Is the floor clear of any obstacles that could harm the learners? | | |
| 12. Are all cords secure and out of the way of the learners? | | |
| 13. Do all doors open properly? | | |
| 14. Is all the electrical equipment working correctly and no electrical faults being experienced? | | |
| 15. Is there enough air/ventilation? | | |
| 16. Is there access to a First Aid Kit | | |
| 17. What is the name/contact details of the Safety Officer | | |
| 18. What is the closest Medical Facility available in case of emergency | | |
| 19. Is the venue conducive to people with special needs e.g. wheelchair access to venue and toilet etc | | |
| 20. Is there Public Liability Insurance and Fire and Theft Insurance in place | | |
| 21. Is there a copy of the OHS Act available on the premises | | |
| 22. Is the Health & Safety Audit Report available? | | |

For and Behalf of **SONANI TRAINING AND COMMUNICATIONS CC:**

For and Behalf of Venue:

Signature : _____
 Name : _____
 Date : _____

Signature : _____
 Name : _____
 Date : _____

| | | |
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3.13 POLICY 13: MANAGEMENT SYSTEM REVIEW POLICY

SONANI TRAINING AND COMMUNICATIONS CC will establish and maintain a programme of internal Quality Management System reviews to ensure the continued effective operation of the Quality Management System, and to promote continual improvement.

The internal Quality Management System review programme will include:-

- ▶ Annual Management Board reviews
- ▶ Annual Quality Committee reviews
- ▶ Quarterly Review Meetings
- ▶ Monthly Internal communication & update meetings
- ▶ Every learning event review

3.13.1 Annual managerial reviews

Annual Managerial reviews will include the following:-

- ▶ The continuing suitability of Policy and Procedures against **SONANI TRAINING AND COMMUNICATIONS CC** goals and objectives
- ▶ The results of annual quality reviews
- ▶ Actions necessary to promote continual improvement.

3.13.2 Annual quality reviews

Annual quality reviews of the system will:-

- ▶ Be conducted by **THABISILE P SHAZI** and Jeanine Topping
- ▶ Cover all Policies and Procedures of the management system annually.
- ▶ Be documented and corrective action taken to correct any deficiencies recorded.
- ▶ Be followed-up to verify corrective actions are successful.

3.13.3 Monthly internal communication

Monthly internal communication will:-

- ▶ Monitor the implementation of Policies and Procedures
- ▶ Communicate the results of the scheduled QMS review
- ▶ Communicate any internal changes or adjustments

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3.13.4 Review procedures

3.13.4.1 Policy review procedures

All policies are annually evaluated and reviewed according to:

- ▶ Changing legislation
- ▶ Changing regulations
- ▶ Changing ETQA requirements
- ▶ Their overall relevance

3.13.4.2 Procedure review procedures

All procedures are annually evaluated and reviewed according to:

- ▶ Changing legislation
- ▶ Changing regulations
- ▶ Changing ETQA requirements
- ▶ Their overall relevancy

3.13.4.3 Frequency and timing of Reviews

- ▶ Reviews will happen on a quarterly basis with Accreditation Consultant Jeanine Topping.
- ▶ **SONANI TRAINING AND COMMUNICATIONS CC** has entered into a Service Level Agreement with Jeanine Topping committing to this process
- ▶ All the Policy and Procedures will be discussed at this meeting and the purpose of this Review Meeting is to ensure that **SONANI TRAINING AND COMMUNICATIONS CC** is adhering to the Policies and Procedures
- ▶ Acceptance of the reviews and changes will be signed off by **THABISILE P SHAZI**
- ▶ Please see Management System Policy Review Process Template to be used
- ▶ All new staff are also required to read the latest QMS as part of their induction process – Please see Management System Staff Policy Review Process Template

3.13.4.4 Each learning event Reviews

- ▶ External reviews will be set up in order for **SONANI TRAINING AND COMMUNICATIONS CC** to review each learning event as it occurs.
- ▶ This will take place with Facilitators, Assessors and Moderators who will review their activities after each event and provide formal feedback to **SONANI TRAINING AND COMMUNICATIONS CC**.
- ▶ **SONANI TRAINING AND COMMUNICATIONS CC** will receive formal feedback from learners after each learning event.

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3.13.4.5 Management System Policy Review Process

DATE

CONDUCTED BY **SONANI TRAINING AND COMMUNICATIONS CC**

OBJECTIVES To check compliance of QMS for continued Accreditation

| Policy Number | Policy Title | Policy to Be reviewed | Reason to be reviewed | Outcome of revision |
|-----------------|--|-----------------------|-----------------------|---------------------|
| Policy 1 | Quality Policy | | | |
| | Quality Procedures | | | |
| Policy 2 | Strategic Management Policy | | | |
| | Strategic Management Procedures | | | |
| Policy 3 | Learning Programme Development, Delivery and Evaluation Policy | | | |
| | Learning Programme Development, Delivery and Evaluation Procedures | | | |
| Policy 4 | Financial Management Policy | | | |
| | Financial Management Procedures | | | |
| Policy 5 | Administration and Communication Policy | | | |
| | Administration and Communication Procedures | | | |

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| Policy Number | Policy Title | Policy to Be reviewed | Reason to be reviewed | Outcome of revision |
|------------------|---|-----------------------|-----------------------|---------------------|
| Policy 6 | Resource Management Policy | | | |
| | Resource Management Procedures | | | |
| Policy 7 | Staff selection, Appraisal and Development Policy | | | |
| | Staff selection, Appraisal and Development Procedures | | | |
| Policy 8 | Learner Entry, Guidance and Support Policy (HIV) | | | |
| | Learner Entry, Guidance and Support Procedures | | | |
| Policy 9 | Assessment Management Policy | | | |
| | Assessment Management Procedures | | | |
| Policy 10 | Reporting Policy | | | |
| | Reporting Procedures | | | |
| Policy 11 | Document and Record Management Policy | | | |
| | Document and Record Management Procedures | | | |
| Policy 12 | Health and Safety Management Policy | | | |
| | Health and Safety Management Procedures | | | |
| Policy 13 | Management System Review Policy | | | |
| | Management System Review Procedures | | | |

| | | |
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|------------------|---|--|--|--|
| Policy 14 | Certification Policy | | | |
| | Certification Procedures | | | |
| Policy 15 | Work Integrated Learning and Excursion/Off-On Site Policy | | | |
| | Work Integrated Learning and Excursion/Off-On Site Procedures | | | |
| Policy 16 | Customer Services Policy | | | |
| | Customer Services Procedures | | | |

Certification Policy

Policy 15

Work Integrated Learning and Excursion/Off-On Site Policy

Work Integrated Learning and Excursion/Off-On Site Procedures

Policy 16

Customer Services Policy

Customer Services Procedures

NOTES:

NEXT MANAGEMENT SYSTEM REVIEW SCHEDULED FOR:

TIME: _____

DIARISED BY: _____

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3.13.4.6 Management System Policy Action Plan Template

| Heading | What | Where | How | Who | Date | Further Action Required |
|--|------|-------|-----|-----|------|-------------------------|
| Section 1 | | | | | | |
| | | | | | | |
| | | | | | | |
| Section 2 | | | | | | |
| | | | | | | |
| Section 3 | | | | | | |
| Policy and Procedures Manual | | | | | | |
| | | | | | | |
| Policy 1 – Quality Policy | | | | | | |
| | | | | | | |
| Policy 2 – Strategic Management Policy | | | | | | |
| | | | | | | |
| Policy 3 – Learning Programme Development, Delivery and Evaluation Policy | | | | | | |
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| Policy 4 – Financial Management Policy | | | | | | |
| Policy 5 – Administration and Communicatio n Policy | | | | | | |
| Policy 6 – Resource Management Policy | | | | | | |
| Policy 7 – Staff Selection, Appraisal and Development Policy | | | | | | |
| Policy 8 – Learner Entry Guidance and Support Policy | | | | | | |
| Policy 9 – Assessment, CAT, RPL & | | | | | | |

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|---|--|--|--|--|--|--|
| Moderation Management Policy | | | | | | |
| Policy 10 - Reporting Policy | | | | | | |
| Policy 11 – Document and Record Management Policy | | | | | | |
| Policy 12 – Health & Safety Management Policy | | | | | | |
| Policy 13 – Management System Policy | | | | | | |
| Policy 14 - Certification Policy | | | | | | |
| Policy 15 – Work Integrated | | | | | | |

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| Learning and Excursions Policy | | | | | | |
| Policy 16 – Customer Services Policy | | | | | | |
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3.13.4.7
Management System Staff Policy Review Process

By signing my name, I verify that I (as an employee of **SONANI TRAINING AND COMMUNICATIONS CC**) have read the Quality Management System thoroughly and have familiarised myself with the policies, procedures and job descriptions at **SONANI TRAINING AND COMMUNICATIONS CC**.

| | |
|--------------------------|--|
| Surname, Name | |
| Employee Number | |
| Position in organisation | |
| Signature | |
| Date | |

| | |
|--------------------------|--|
| Surname, Name | |
| Employee Number | |
| Position in organisation | |
| Signature | |
| Date | |

| | |
|--------------------------|--|
| Surname, Name | |
| Employee Number | |
| Position in organisation | |
| Signature | |
| Date | |

| | | |
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3.14 POLICY 14: CERTIFICATION POLICY

SONANI TRAINING AND COMMUNICATIONS CC will establish and maintain a stable database for the issuing of Certificates. **SONANI TRAINING AND COMMUNICATIONS CC** will request, in writing to the Seta for the approval for pro forma certificates.

3.14.1 The following procedures will be implemented:

3.14.1.1 A computerised record keeping system

The record keeping system will include the following learner information:

- ▶ Full name(s) and surname of learner
- ▶ ID number of learner
- ▶ Contact details
- ▶ Demographic information (age, race, gender, geographical location, occupation where applicable, disability status where applicable)
- ▶ Education and training background and experience (prior qualifications, prior and previous learning experiences, learning skills, language skills and preference)
- ▶ Special learning needs (relevant disabilities or learning difficulties)
- ▶ Additional learning needs (necessary experience and knowledge of relevant technology)
- ▶ Resource factors (place and time of learning, access to resources including electricity and technology, financial resources for additional learning or support materials)
- ▶ Motivation for entering a programme of learning
- ▶ Programme/s for which the learner is registered
- ▶ Performance during the programme (internal and continuous assessment)
- ▶ Achievement during and at the end of the programme (internal and external assessment, final assessment, award achieved)

3.14.1.2 Internal moderation activities

In order to comply with the above Policy, email or fax all Learners the following documents before a Workshop is conducted:

- ▶ Learner Introductory Letter
- ▶ Learner Training Needs Analysis (Corporate Clients)
- ▶ Learner Registration Form
- ▶ Once received, file in each individual learner folder.

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3.14.1.3 A records management system for certification and awards;

Once a learner has completed a short skills course, they will be issued with an Attendance Certificate. There is a master copy for each Unit Standard with all the necessary unit standard information which has already been captured. The certificate number is the next number available. Once the learners' details are captured on the certificate the learner details will then be updated in the Learner Certificate Register. The same procedures are followed for learners who have been formally declared competent, whereby learners are issued a competency certificate.

3.14.1.4 The security and integrity of the database will be taken into consideration;

When capturing on the PC/Laptop, the password option is always set. This stops people from creating their own Certificates.

3.14.1.5 Personnel capacity, procedures, responsibilities and accountability in certification activities;

At present the owner is responsible for the capturing, filing and accountability. **THABISILE P SHAZI** is also responsible for doing monthly backups onto an external hard-drive and these are kept out of the main office.

3.14.1.6 Duplicate certificates will be produced if requested and the learner will supply proof of ID to obtain this, this will be our strategy to prevent the issue of fraudulent certificates;

When a learner phones in for a duplicate certificate, they will need to provide their surname in order to locate their folder. Take this folder out; ensure there is a copy of the certificate. Re-type the certificate, and go into the Learner Register File and make a note that you have given a copy of the Certificate to the Learner. Ensure the Learner brings a copy of their id and check the original id against the one presented. The Learner will be responsible for any additional costs that occur as a result of the re-printing of a duplicate Certificate.

3.14.1.7 A complete record of all certificates issued will be kept.

Once a month, print the Learner Certificate Register
Information that will appear on certificates

- ▶ Registered name of **SONANI TRAINING AND COMMUNICATIONS CC**;
- ▶ SETA logo;
- ▶ Name of learner
- ▶ ID number of learner
- ▶ Name of qualification/unit standards
- ▶ NLRD registration number
- ▶ NQF Level

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-
- ▶ NQF credits
 - ▶ Date Issued
 - ▶ Directors Signature
 - ▶ Certificate Number

Watermarks and Printing

All certificates are electronically generated with a watermark. Any certificates issued without the watermark are deemed null and void by **SONANI TRAINING AND COMMUNICATIONS CC**. Certificates will be printed and signed by the owner/director of **SONANI TRAINING AND COMMUNICATIONS CC**.

Issuing Certificates

Once the certificate is signed, contact the learner and arrange to post/deliver or the learner to collect. The learner will sign the Learner Pack form which is found on each learner folder.

3.14.1.8 Procedures to procure SAQA accredited certificates

ETQA requirements will be followed by a sample of **SONANI TRAINING AND COMMUNICATIONS CC** Certificate will be submitted to the Seta for approval. This approval will be filed in the file labelled "Accreditation File" as proof for any external visits by the necessary Seta. Learner assessment results are only provided to Assessors/Moderators and Seta personnel. In the instances that the learner's company has paid for their training, Training Reports are issued to the client with results of Competent or Not Yet Competent.

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3.15 POLICY 15: WORK INTEGRATED LEARNING AND EXCURSION / OFF-ON SITE POLICY

3.15.1 Definition Of Work Integrated Learning

Work integrated learning is defined as the knowledge and skills acquired through life and work experience and study which are not formally demonstrated through any educational or professional certification.

3.15.2 Objectives Of Work Integrated Learning

The learner needs to achieve the following with regards to work integrated learning:

- Communication
- Application of theory
- Integration of information technology
- Working with others
- Improving own learning & Performance
- Problem Solving
- Career Development
- Information Skills

Work integrated Learning is a mode of learning delivered under Minister of Education guidelines that integrates the theoretical concepts of classroom activities with a community experience. Co-operative Education, as well as other work Experience Programs, fall under the definition of Work integrated Learning.

Work integrated Learning Principles

Work integrated Learning is based on the following principles

- To enhance the learner's ability in school related subjects by providing the opportunity to apply the knowledge and skills learned in the classroom;
- To develop life related to the world of work and those required in the job search process;
- To provide an opportunity for the learner to work integrated potential career paths while still in school;
- To assist the learners in analysing and assessing personal interest, aptitudes, abilities, and values as they related to different occupations;
- To facilitate learner transition from school to suitable employment or to a past secondary educational institution;
- To provide opportunities for enriched learning experiences in the transition from school to work;

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- To provide the community with the opportunity to achieve participate in the education of our learners; and
- To develop an awareness of health and safety standards and practices

3.15.3 Purpose Of WIL

The purpose of WIL is to:

- develop real on the job training experiences, prior to graduation, to ensure that each learner is aware of the actual work environment and activities involved in their chosen discipline
- enhance graduate outcomes;
- facilitate learners' acquisition of a deeper knowledge and understanding of their discipline;
- enhance links with professions, business and public sector organisations in their area of study and enhance the attractiveness of studying at **SONANI TRAINING AND COMMUNICATIONS CC**
- allow **SONANI TRAINING AND COMMUNICATIONS CC** to gain a better profile among graduating learners.

3.15.4 Procedures – Guidelines Of WIL

3.15.5 The Programme Managers / Assessors / Facilitators need to follow the following guidelines:

- WIL embraces many different forms of learning that involves performing real tasks, for actual clients and customers;
- WIL should enable learners to:
 - o practice the skills they seek to acquire;
 - o receive feedback on their performance; and then
 - o integrate the new skills they have acquired into their thinking and behaviour;
- the WIL programme is available to all learners;
- make the sustainability of the programme within current levels of funding;
- the compatibility of the WIL programme with existing theory programme structures;
- allow sustainable monitoring processes ;
- allow the preparation of learners for undertaking the program through prerequisite study or special workshops;
- incorporate safeguards to protect the Institution's reputation which should involve not only consideration of the suitability of learners' placements and monitoring learner behaviour, but also ensuring that there is a coordinated approach to employers so that approaches are not duplicated or inappropriate;
- to provide for information and reporting and support packages for learners

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3.15.6 Workplace Supervisor

The course lecturer who will work acknowledges each work situation, in co-operation with the workplace supervisor in the planning, organising and controlling system.

- The learner must be engaged in productive work rather than merely observing.
- The learner may or may not receive any remuneration for any work performed. This is at the sole discretion of the company.
- The lecturer monitors learner's progress during work integrated learning.
- Learners performance during this period is supervised and evaluated by learner mentor / supervisor /assessor
- Success of completion is determined by the attainment of the initial skills and competences required by the workplace relevant to the field.

3.15.7 Benefits To The Employer

- This could contribute as a component in the company's recruitment strategy.
- Employers and learners are provided with a non-threatening opportunity to ascertain a suitable "match" for longer-term employment.
- Provides opportunities to select train and develop the educationally disadvantaged, contributing to South Africa's development strategies.
- Employers have access to current skills/ theory being taught.
- Labour cost's showing savings as no remuneration is expected
- Improve staff efficiency as learners can be used to relieve permanent staff
- The learner can increase general staff motivation.
- Creates and develops relations between employers and **SONANI TRAINING AND COMMUNICATIONS CC** as an educational institution.

3.15.8 Institution Expectations

- A workplace mentor is selected and briefed before receiving learner. This is the liaison person the college would communicate with
- Obtain commitment on the programme development; arrange presentations for the learners to get them more familiar with all areas of the workplace.
- Learners should receive an orientation to:
 - ❖ Job expectations (tasks to be done, schedules, quality standards)
 - ❖ Basis for performance evaluations
 - ❖ Policy and Procedures when handling problems
 - ❖ Administrative responsibilities
 - ❖ Planned training (especially if safety is an issue)

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3.15.9 Learner Code Of Conduct At Workplace

The learner is expected to abide by the required code of conduct stipulated by **SONANI TRAINING AND COMMUNICATIONS CC** at any work integrated workplace environment.

3.15.10 Assessment Requirements

The requirements for work integrated learning for the specific faculty is outlined in their respective assessment document.

3.15.11 Logbooks

With regard to the assessment for work integrated learning a provided logbook which contains specific outcomes and criteria's needs to be completed by the workplace supervisor.

3.15.12 Remuneration

There are no expectations of financial remuneration. However should you wish to remunerate, this agreement is between you and the learner. On completion of the work integrated learning, you are required to provide the learner with a certificate of service for work integrated learning.

3.15.13 SONANI TRAINING AND COMMUNICATIONS CC And The Organisation's Undertaking

3.15.14 Employer Code Of Conduct In The Work Place with respect to workplace learning the Organisation undertakes to:

- Provide learners with planned, supervised and evaluated off-Satellite Site of Delivery (SSOD) work experience which compliments academic study and career goals
- Facilitate opportunities to practice skills under guidance of a mentor/work-place supervisor and exposes learners to experiences role models.
- Give learners a chance to acquire knowledge and gain valuable experience, and earn money (if available but not compulsory).
- Improve job prospects after graduation, as learners are able to offer both experience and a qualification to the prospective employer.
- Afford employers the opportunity to recruit entry-level employee strained for their specific requirements.

3.15.15 Inspections: The Organisation undertakes to:

- permit **SONANI TRAINING AND COMMUNICATIONS CC** to visit and inspect any of the sites where the activities and/or project or parts thereof are carried out in pursuance of the objectives of this agreement;
- The Organisation confirms that they comply with all the statutory prerequisites.

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3.15.16 Benefits to the organization:

- This contributes as a component in the employer's recruitment strategy.
- Employers and learners are provided with a non-threatening opportunity to ascertain a suitable match for longer-term employment.
- Provide opportunities to select train and develop the educationally disadvantaged, contributing to South Africa's development strategies.
- Employers have access to current skills/theory being taught.
- Labour costs showing savings as no remuneration is expected.
- Improve staff efficiency as learners can be used to relieve permanent staff.
- The learner can increase general staff motivation.
- Creates and develops relations between the employers and **SONANI TRAINING AND COMMUNICATIONS CC** as an educational institution.

3.15.17 SONANI TRAINING AND COMMUNICATIONS CC undertakes to:

- Work with the Organisation in a co-operative and consultative manner; and provide advice to the Organisation on request.
- Select a Workplace Mentor and brief said mentor before receiving the learner.
- Obtain commitment on the programme development; arrange presentations for the learners to prepare them for all areas of workplace.

3.15.18 SONANI TRAINING AND COMMUNICATIONS CC will orientate the learners to:

- Job expectations (tasks to be done, schedules quality standards)
- Basis for performance evaluations.
- Policy and Procedures when handling problems or issues arising
- Administrative responsibilities.
- Planned training (especially if safety is an issue)
- Ensure learners receive up-dated and appropriate skills training for the relevant industry that they will receive work based practice in.
- General code of conduct and workplace ethics.

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3.16 POLICY 16: Customer Services Policy

3.16.1 Statement of Intent

- **SONANI TRAINING AND COMMUNICATIONS CC** will provide the highest level of service to its customers.
- **SONANI TRAINING AND COMMUNICATIONS CC** staff will be professional at all time and show:
 - ❖ Courtesy in all circumstances;
 - ❖ Accuracy in what they do;
 - ❖ Accountability for the quality of service they deliver;
 - ❖ Integrity in all their dealings;
 - ❖ Consideration for the needs of customers;
 - ❖ Promptness in all their actions, keeping people informed of progress.

3.16.2 Eligibility

- This Customer Service Policy applies to all permanent, temporary and casual employees and nominated contractors of **SONANI TRAINING AND COMMUNICATIONS CC**.

3.16.3 Definitions

- "Customers" includes all customers, whether internal or external.
- Nominated contractors are those whose contracts necessitate their working at **SONANI TRAINING AND COMMUNICATIONS CC** offices, using **SONANI TRAINING AND COMMUNICATIONS CC** facilities and operating in a similar manner to staff

3.16.4 Provisions

- **External Customers**
- All those seeking assistance from **SONANI TRAINING AND COMMUNICATIONS CC** will be accorded a high level of service regardless of the manner in which the assistance is sought.
- **Internal Customers**
- Staff will give each other the same level of service as that provided to our external customers, as it is important that internal standards support the external service delivery.
- **Courtesy**
- Courtesy will be shown in all circumstances, even in difficult situations where the customer does not show similar courtesy in return. Staff will be courteous in their spoken words, body language and demeanour.
- **Accuracy**
- Where there is any doubt about the accuracy of any information, the details will be checked and validated prior to release.

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- **Accountability**
- Staff will look for ways to enhance the quality of service they deliver. Concerns about the quality of service will be referred to the next level of management.
- **Integrity**
- Staff will act with integrity in all their dealings with both external and internal customers.
- **Continuous Improvement**
- Impediments to good customer service, when identified, will be addressed. Examples might include reviewing procedures, documentation, etc.
- **Training**
- Training will be provided on customer service and general communication skills to all staff during their induction process.

3.16.5 Responsibility / Accountability

- **Each member of staff and/or nominated contractor is:**
 - ❖ Accountable for the quality of service they deliver;
 - ❖ Responsible for identifying and reporting any impediments to delivery of good customer service;
 - ❖ Management is responsible for acting upon any identified impediments to the delivery of good customer service.

3.16.6 Procedures In Dealing With A Customer Complaint

- Remain calm and in control of the situation
- Acknowledge the customers feelings (state the emotion) and clarify the facts (reason for the complaint)
- Summarise what your understanding of the complaint is
- Explain to the customer you would like to assist them with their complaint and that you value their input – ask them for a solution on how they want the complaint addressed
- Action the necessary steps to be taken in order to resolve the complaint amicably
- Follow up with the customer 1 week from complaint to ensure that they customer is satisfied – ask the customer if there is anything else we can help them with
- Advise the owner of **SONANI TRAINING AND COMMUNICATIONS CC** via email about the complaint, how you addressed the complaint and the solution thereof.

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3.17 POLICY 17: Risk Management Policy

3.17.1 Statement of Intent

The Risk Management Policy serves two main purposes: to identify, reduce and prevent undesirable incidents or outcomes and to review past incidents and implement changes to prevent or reduce future incidents.

- **SONANI TRAINING AND COMMUNICATIONS CC** will continuously analyze and improve upon their policies and procedures that affect the continued success of **SONANI TRAINING AND COMMUNICATIONS CC**.

3.17.2 Steps on how to prevent or reduce future risks/incidents

SONANI TRAINING AND COMMUNICATIONS CC will identify the potential risks involved in the context of all the stakeholders. The following processes will be considered:

- Long-term strategic objectives of **SONANI TRAINING AND COMMUNICATIONS CC**
- Operational and day-to-day activities of **SONANI TRAINING AND COMMUNICATIONS CC**
- Financial management and controls of **SONANI TRAINING AND COMMUNICATIONS CC**
- Intellectual and information technology actions and knowledge of **SONANI TRAINING AND COMMUNICATIONS CC**
- Compliance/regulatory issues and policy decisions of **SONANI TRAINING AND COMMUNICATIONS CC**

At the Annual Quality Management Meeting the **THABISILE P SHAZI** will sit with all stakeholders involved in **SONANI TRAINING AND COMMUNICATIONS CC** and use the following points as guidelines to identify, prevent or reduce future risks/incidents:

Identify potential risks

- Write down all the things that could potentially go wrong and how that might happen. Divide this information into sections to address each individually.

Analyze all the potential risks that have been identified.

- Write down how they may occur and potential methods of prevention, additional steps that could be taken to prevent them, and how those risks are evaluated and assessed regularly.

Assess all the past incidences that **SONANI TRAINING AND COMMUNICATIONS CC has encountered and how these occurrences were handled.**

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- Consult past records to determine how frequently incidents have happened, and how they were handled, including processes that worked and those where there were areas of improvement.

Estimate the likelihood of each risk re-occurring based on the history of SONANI TRAINING AND COMMUNICATIONS CC, best practices, and peer experiences.

Develop a treatment plan for all of the risks that SONANI TRAINING AND COMMUNICATIONS CC identified, prioritizing the risks that SONANI TRAINING AND COMMUNICATIONS CC have found will be more likely to occur.

- Be sure to outline a step-by-step expectation for how each risk will be avoided, how it will be handled if it does occur, and how it will be recorded.

Calculate and include cost estimation for the steps needed to align with the risk management policy recommendations.

- Provide this information to SONANI TRAINING AND COMMUNICATIONS CC stakeholders when the policy is reviewed.

Prepare a report for both internal and external stakeholders, sharing what auditing steps are in place to revisit and evaluate the policy.

- The internal and external audiences need different information; internal audiences need to know the greatest risk, who is accountable for what, and how the process will be monitored. External audiences need to know risk management is a part of the organization's culture and how the process and policy has been laid out.

Create a data tracking system to input all statistics on risk management successes and failures, training staff to use it.

- Creating a risk assessment form for use after an incident can be a useful tool to examine whether more precautions should have been taken. This allows all the data to be recorded right after the occurrence, and for the same information to be gathered each time. See template over the page.

Set up a regular monitoring process to review all risks and evaluate how the treatment plan has been working.

Revisit the risk management policy every 6 months to evaluate its effectiveness by comparing incident occurrence rates.

- Revise the plan as necessary.

SONANI TRAINING AND COMMUNICATIONS CC is aware that Risk management planning and evaluation should be a continuous, evolving process that integrates seamlessly into a company or organization's culture.

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3.17.3 Risk Management Assessment Form

| Item | Potential Risks | Methods of Prevention | Treatment Plan Evaluation | Informed all Stakeholders at Annual Quality Management Meeting | Signature of person responsible of Risk Management |
|---|-----------------|-----------------------|---------------------------|--|--|
| Long-term strategic objectives | | | | | |
| Operational and day-to-day activities | | | | | |
| Financial management and controls | | | | | |
| Intellectual and information technology actions and knowledge | | | | | |
| Compliance/regulatory issues and policy decisions | | | | | |

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3.18 POLICY 18: Accreditation Management Policy

3.18.1 Statement of Intent

The Accreditation Management Policy main purposes is to ensure that the SETA are aware of how **SONANI TRAINING AND COMMUNICATIONS CC** will conduct their business in order to obtain, retain and ensure **SONANI TRAINING AND COMMUNICATIONS CC** provides a quality, learner driven, honest, reliable, responsible and accountable service to all stakeholders involved in the Accreditation process.

3.18.2 Steps on how SONANI TRAINING AND COMMUNICATIONS CC will obtain, retain and ensure SETA compliance

- **SONANI TRAINING AND COMMUNICATIONS CC** will engage with the services of an experienced ETDP consultant to assist them with the SETA accreditation process, namely Jeanine Topping of Jeanine Topping & Associates.
- **SONANI TRAINING AND COMMUNICATIONS CC** is fully aware that even though they engage the services of an external Consultant, that the owner of **SONANI TRAINING AND COMMUNICATIONS CC** is still 100% accountable for ensuring that all of **SONANI TRAINING AND COMMUNICATIONS CC** accreditation requirements are met.
- **SONANI TRAINING AND COMMUNICATIONS CC** will ensure that all learning programmes are designed and developed according to the stated policy and that all learning programmes will be internally moderated according to the Internal Moderators Programme Approval Form in the QMS before submitting any programmes to the SETA for programme approval.
- **SONANI TRAINING AND COMMUNICATIONS CC** will ensure that all staff of **SONANI TRAINING AND COMMUNICATIONS CC** will be up skilled, educated and knowledgeable in all SETA procedures in order to successfully exit learners and obtain Statement of Results for learners with Competence Certificates.
- **SONANI TRAINING AND COMMUNICATIONS CC** will ensure that all policies and procedures of the Quality Management System will be implemented, reviewed and updated on a daily, weekly, monthly and annual basis.
- **SONANI TRAINING AND COMMUNICATIONS CC** will engage the services of Jeanine Topping of Jeanine Topping & Associates to ensure that **SONANI TRAINING AND COMMUNICATIONS CC** will be kept up to date with all the SETA changes in order to ensure continued accreditation requirements are implemented and changed accordingly.
- **SONANI TRAINING AND COMMUNICATIONS CC** is fully aware that the Training Industry is an ever revolving industry and that **SONANI TRAINING AND COMMUNICATIONS CC** is fully aware of the implications and importance of implementing changes brought about by SAQA or the SETA's.
- **SONANI TRAINING AND COMMUNICATIONS CC** is fully aware that the Accreditation awarded by the SETA is for a certain time period. **SONANI TRAINING AND COMMUNICATIONS CC** will ensure that **SONANI TRAINING AND COMMUNICATIONS**

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CC conducts accredited training for the learning programmes that accreditation is sought after, completes assessments and moderation and uploads learner achievements according to the various Quality Management Policies and Procedures.

3.18.3 Evidence that SONANI TRAINING AND COMMUNICATIONS CC ensures the achievement of desired outcomes of being a SETA Accredited Training Provider

This is achieved by using the 5 NQF objectives as stated previously:

- An integrated national framework for learning achievements
- Facilitate access to, and mobility and progression within education, training and career paths
- Enhance the quality of education and training;
- Accelerate the redress of past unfair discrimination in education, training and employment opportunities;
- Contribute to the full personal development of each learner and the social and economic development of the nation at large

This is evidenced by:

- ▶ Seta accreditation sought – compliance with requirements
- ▶ Assessment and awarding of competency judgments to suitable Learners
- ▶ Quality Management policies & procedures, ensuring high quality programme development and delivery
- ▶ Policies & procedures ensuring high quality facilitators & assessors
- ▶ Ensuring Learning Programmes are Unit Standard aligned and therefore contribute to the career development of each Learner
- ▶ Compliance with all employment equity and skills development legislation
- ▶ Learner selection and development policies in place
- ▶ On-going feedback and evaluation procedures in place

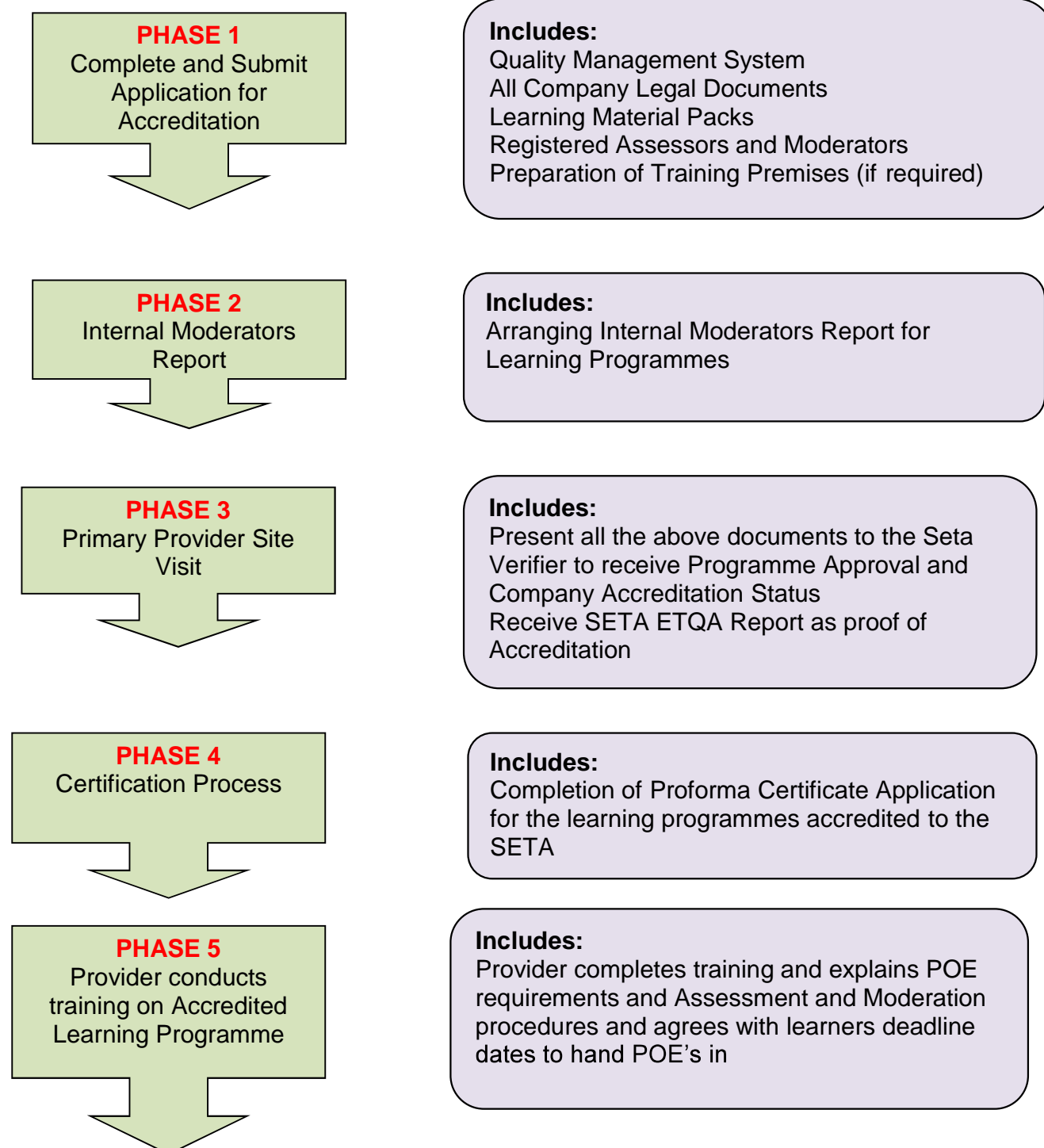
3.18.4 The Accreditation Cycle – from beginning to end

SONANI TRAINING AND COMMUNICATIONS CC will ensure that **THABISILE P SHAZI** follows the undermentioned cycle to ensure the end results of obtaining learner achievements

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The Accreditation Cycle – from beginning to end



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PHASE 6

Assessment and
Moderation Process

Includes:

Constituently registered Assessor and
Moderators complete Assessment and
Moderation of POE's

PHASE 7

Pre-Moderation
Preparation and
submissions of Learner
Achievements

Includes:

Preparing Master Accreditation File
Administrator uploads Learner Achievements
Submit Learner Achievements and Internal
Moderators Report to SETA
Follow up on site visit date

PHASE 8

Seta External
Moderation Site
Visit

Includes:

Present Accreditation File with QMS and proof
of implementation
Present Learner POE's and all Assessor
Moderator Reports
Receive SETA ETQA report and Learner SOR
Issue Competence Certificates to Learners

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3.19 POLICY 19: Outsourced Contractors Management Policy

3.19.1 Statement of Intent

The Outsourced Contractors Management Policy serves two main purposes: to ensure that all parties are aware of the expected outcomes and to also address the expected outcomes.

- **SONANI TRAINING AND COMMUNICATIONS CC** will continuously analyze and improve upon their policies and procedures that affect the continued success of **SONANI TRAINING AND COMMUNICATIONS CC**.

3.19.2 Steps on how to ensure compliance with Outsourced Contractors

SONANI TRAINING AND COMMUNICATIONS CC will ensure that every Outsourced Contractor that performs any function for the Company is issued with the following:

- ▶ A Service Level Agreement which states the following:
 - o The type of Service requested
 - o The legal name, address and contact person
 - o The dates the Service is required to be completed/performed
 - o Clause of Indemnity
 - o Cost of the Service required with payment terms stipulated with dates

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3.19.3 Service Level Agreement Form

SERVICE LEVEL AGREEMENT

BETWEEN

Client Company Name
Client Name
The Client

AND

ABC Training Company
t/a ABC Training & Development
The Company

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The purpose of this Service Level Agreement is to indicate the scope of such services and the rights and obligations of the parties to the agreement.

The company and the client understand / agree to the following conditions of service:

1. SERVICES

Service fees will be charged by the company at a rate of R20 000.00 incl. for Option A as selected by the Client and includes the following services:

- a) Completion of the Online Client Application form on the Services Seta Website
- b) Supply and uploading of Skills Programmes selected by the client to the value of 30 Credits:

This Programme Packs consists of the following:

- Learner Manual
 - Learner Workbook/ Portfolio of Evidence
 - Facilitators Guide with Model Answers
 - Alignment Matrix
 - Assessment Documents
 - Curriculum Strategy
 - Internal Moderation Guide
 - Internal Moderators Report
- c) Arranging Services Level Agreements with the Facilitator/Assessor/Moderator (Please note some Assessors/Moderators charge an additional cost for registering them on the Online Application)
 - d) Arranging all the necessary ETQA documents from the Facilitator / Assessor / Moderator
 - e) Liaising with the Seta telephonically and electronically for clarification on any queries that may arise during the above process
 - f) Quality Management System Document as required by the Services Seta for the accreditation of training providers (Copyright exists on this document)
 - g) Supply templates for all documentation required for the Services Seta Accreditation File (Business Plan, 5 Year Cash Flow Projection, Site Visit Preparation Check List)
 - h) Attendance of 4 quarterly Review Meetings as per the Quality Management System Review Policy (Cost of R350.00 per hour billable quarterly)
 - i) Arranging Internal Moderators Programme Approval Reports (Charged separately by Moderator) and project managing any changes that may be required
 - j) Advice on the preparation of the Clients Training Centre for the Services Seta Site Visit (Health and Safety, Resources, Legal Certificates)

All documents for the accreditation process are submitted electronically. Where templates have been provided, it is the Clients responsibility to customise these. It is important for the Client to be aware of the content of these documents and understand the implications thereof. The Client needs to ensure

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that all documentation is printed and filed according to the File Indexes supplied by the Company to the Client. Printing and stationery is for the Clients account.

2. THE TERMS OF USE ARE AS FOLLOWS:

- a) The client purchases the right to unlimited use of the shelf material within the clients organisation (Please note that the company retains IP rights on the material)
- b) The client may not resell the material unless receiving written permission by the Company
- c) The client purchases the right to print, brand and change as required (Please note this is not an exclusive right. The company reserves the right to sell similar material to other training providers).
- d) The documents all fall within the Services Seta requirements and it is suggested that clients do not add or alter content. The company will not be held liable for any non accreditation of the above skills programme due to changes made by the client.

3. REMEDIAL ACTION

It is noted that Jeanine Topping has advised the client that she will perform the above function to the best of her ability in assisting the Client by supplying the above Material Pack which is sourced from an outsourced developer and is designed according to the criteria set out by the relevant ETQA. It is further noted that some Evaluators look for different criteria when Evaluating and that remedial action may be requested. Jeanine Topping will attend to the actioning of any remedial action with the developer within the scope of the remedial report. No additional charges will be levied when the training material and Quality Management System has been supplied by Jeanine Topping & Associates.

4. PAYMENT TERMS

The Client has selected to receive a 10% discount and pay upfront. The total amount is R18 000.00 No work will commence without proof of payment or a Signed Service Level agreement from the client.

Once the above services have been performed (accreditation is acquired), for any additional services, an hourly consultation rate will be charged. Please note: this includes any future appointments or advice required, both telephonically and electronically. This will be billed on a monthly basis and payment will be due at the end of each month.

5. ACCESS TO INFORMATION

Access to all information relevant to the uploading and the online application system will be provided by the client to the company.

Permission is given by the client to the company to consult with employees, management and ETQA personnel regarding any documentation which may be required for the abovementioned service only. The following documentation will need to be presented at the site visit:

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Valid Tax Clearance Certificate
 Comprehensive Business Plan
 Proof of registered business entity (CIPRO Documents)
 5 Year Financial Budget Forecast
 CV and Certificates of managing member/s
 CV, Certificates and Contracts for all employees/subcontractors
 Public Liability Certificate or signed SLA with an outsourced Venue that has Public Liability Insurance

6. GENERAL

The parties acknowledge that a relationship of trust exists between them. The parties shall at all times act reasonably and in good faith. In the event of a dispute or conflict, the parties shall attempt to resolve the dispute between themselves.

For all the purposes of this agreement or with regard to any matter arising here or in connection herewith, the parties hereby choose the following addresses as their respective address for service s and notices:

The Client:
 Client Address:

The Company
 Company Address:

Should either party wish to change its address, it may do so by informing the other party in writing.

Notwithstanding anything to the contrary herein contained, a written notice or communication actually received by a party shall be adequate written notice or communication to it, notwithstanding that it was sent to or delivered at its chosen address above

Signed by both parties on _____ of _____ 2013 at _____ Durban.

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INDEMNITY

I, (clients name) Client Name acknowledges that the services undertaken by (company name), is completely and wholly at the risk, whether for loss sustained or injury of any natures, whatsoever, of you the client. This clause serves to indemnify (company name) against any loss.

For the Client:

Name: Client Name

Signature _____

For the Company:

Name:

Signature _____