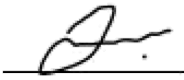



WHOLESALE & RETAIL SETA

E-LEARNING POLICY

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1. BACKGROUND

The Skills Development Act (SDA), 1998 makes provision for the establishment of sector Education and Training Authorities (SETA's) for each national economic sector as determined by the minister in terms of section 9 of the SDA. The SDA establishes the framework within which the SETA operates. It stipulates the composition and the function of the SETA and determines the minimum in how they should be constituted.

W&RSETA must establish and publish a policy that outlines criteria for the evaluation of extension of scope for constituent SDP and cross sectorial SDP seeking to facilitate e-learning programme/s.

The W&RSETA QQA department recognises the importance and integration of available technologies to deliver quality learning programmes that benefit all within the learning process through e-learning.

2. PURPOSE

The purpose of this policy is to outline the W&RSETA policy, processes and methodology for the evaluation of e-learning programmes for all SDP's whether primary or secondary that have intention to embark on an e-learning methodology within their preapproved programmes. In light of this provision:

- The e-learning policy also provides for an **appeal** by the SDP. A SDP may appeal the **QQA's decision to refuse or withdraw** evaluation of an e-learning programme.
- W&RSETA QQA may, in accordance with this policy **review** evaluation of an e-learning programme at any time and where an e-learning programme no longer meets the criteria for evaluation, the QQA may facilitate a process which may result in the **withdrawal** of such a programme approval.
- The e-learning policy outlines the **e-learning programme application requirements, e-learning assessment (formative and summative), e-learning internal moderation, e-learning RPL, e-learning programme practitioners** and the **process of external moderation for e-learning programmes** as set out by the W&RSETA QQA. Each section shall be further expounded under section 6 of this policy document.
- The purpose of the e-learning policy is not to substitute other **published QQA policies**, procedures and processes but should be **read in conjunction** with such policies as indicated under section 4.1 of this document. All published QQA policies remain pertinent during the delivery and assessment of any approved e-learning programme and must therefore satisfy the requirements contained therein unless otherwise specified in this policy document.

3. SCOPE

The policy applies to all processes conducted by the W&RSETA QQA related to the evaluation of e-learning programmes for all SDP's whether primary or secondary that intends to adopt an e-learning methodology for preapproved programmes. The Qualifications and Quality Assurance staff and or its representatives are responsible and accountable for

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managing and overseeing the implementation, maintenance, review and improvement of the W&RSETA e-learning policy and procedures.

Items hereinunder should be read in conjunction with section 1.4 and 1.5 of the current Service Level Agreement entered into with the QCTO.

4. RELATED INFORMATION AND LEGAL REFERENCE

This policy **must** be read in conjunction with the following supporting documents/policies

4.1 Internal Documents

- E-Learning SDP Capability and Programme Self Evaluation Tool
- W&RSETA QQA Learning Programme Evaluation Policy
- W&RSETA QQA Assessment, Internal and External Moderation Policy
- W&RSETA QQA Recognition of Prior Learning Policy
- W&RSETA QQA Assessor and Moderator Registration Policy
- QCTO Service Level Agreement with W&RSETA (1 April 2020 – 31 March 2023)

4.2 External Documents

- An e-learning strategy for the W&R Sector: A framework for collaboration and implementation within the South African Retail Sector (2017)
- SAQA National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part-Qualifications and Professional Designations in South Africa (2014)

4.3 Legal Reference

- Constitution of the Republic of South Africa (Act No 108 of 1996)
- SAQA 2014. National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part-Qualifications and Professional Designations in South Africa
- DHET 2012. Draft Policy Framework for the Provision of Distance Education
- Promotion of Administrative Justice Act (Act No. 3 of 2000)
- National Qualification Framework Act (Act No.67 of 2008)
- Skills Development Amendment Act (Act No. 37 of 2008)
- Skills Development Act (Act 97 of 1998)
- Intellectual Property Act (Act No. 38 of 1997)
- QCTO General principles and minimum requirements on e-Assessment of qualifications and part qualifications on the QQSF- Revised Policy (November 2016)

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- Disaster Management Act, 2002: (Act No. 57 of 2002): Determination of alert levels and hotspots
- Department of Higher Education and Training Notice 355 of 2020: Directions for reopening of institutions offering qualifications Registered on the occupational qualifications sub - framework (OQSF) as part of a risk-adjusted strategy for a phased-in return of skills development activities, issued in terms of the Disaster Management Act, 2002 (act no.57 of 2002)

5. ACRONYMS & DEFINITION OF TERMS USED

Begin with acronyms and thereafter provide definitions of terms that users need to have full understanding on. These must be listed in alphabetical order.

QA	Quality Assurer
QCTO	Quality Council for Trades and Occupations
QQA	Qualifications and Quality Assurance
SDP	Skills Development Provider
Accreditation	The certification, usually for a particular period of time, of a person, a body or an institution as having the capacity to fulfil a particular function in the quality assurance system set up by the South African Qualifications Authority.
Accreditation Scope	The list of qualification(s) and/or unit standard(s) for which a body is accredited for a defined purpose
Assessor	The person who is registered by the relevant Education and Training Quality Assurance Body in accordance with criteria established for this purpose by a Standards Generating Body to measure the achievement of specified National Qualifications Framework standards or qualifications, and "constituent assessor" has a corresponding meaning
Assessment	A process that measures whether or not a learner has achieved the intended outcome(s) when comparing their capabilities to the assessment criteria set out in the relevant unit standard(s) or qualifications
CAT	Credit Accumulation and Transfer. CAT entails an arrangement whereby the diverse features of both credit accumulation and credit transfer are combined to facilitate lifelong learning and access to the workplace.
Constituent	Means belonging to the defined or delegated constituency of an organization or body referred to in the SAQA QQA Regulations. QQA`s have constituent SDPs, constituent

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	learners and constituent assessors.
Contracted External Moderation	Persons contracted by the W&RSETA after meeting agreed criteria. External Moderators are contracted by the QQA to carry out verification activities on its behalf in relation to the achievement of specified National Qualifications and standards.
Qualifications and Quality Assurance	Refers to the Unit /Department within the W&RSETA. This is the unit that will carry out the delegated function of the W&RSETA in terms of section 32 of the NQF Act, SAQA and the Quality Councils (QCs) have the power to delegate any of their functions to a committee, any other body capable of performing the function.
E-Learning	Refers to structured learning opportunities mediated through the use of digital resources (usually combinations of text, audio and visual/video files) and software applications. E-learning may be offered on-line and synchronously (e.g. real-time conference), on-line and asynchronously (e.g. text-based discussion forum) or off-line (e.g. interactive CD/DVD/flash drive). E-learning can be employed in both contact and distance programmes (DHET 2012).
E-Learning SDP Capability and Programme Self Evaluation Tool	A tool which serves as one of the application requirements to be completed by the SDP and evaluated by the QA. The tool is designed to evaluate both the SDP's e-learning capability and the e-learning programme itself.
External Moderation	The process by which QQA unit shall satisfy itself that a learner may attain knowledge, skill or competence for the purpose of unit standard based programme.
Formative Assessment	A range of formal, non-formal, and informal ongoing assessment procedures used to focus teaching and learning activities to improve learner attainment (SAQA 2014).
Learning Programme	Any process by which learners may acquire knowledge, skill or competence and includes courses of study or instruction, apprenticeships, training and employment".
Moderation	The process which ensures that assessment of the outcomes described in National Qualifications Framework standards or qualifications is fair, valid and reliable
Moderator	Someone who is competent to conduct a moderation process
SDP	A body that delivers learning programmes which culminate in

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	specified National Qualifications Framework standards or qualifications and manages the assessment thereof
Quality Assurance	The process of ensuring that the degree of excellence specified is achieved
Registered Standards	Means unit standards or qualifications registered on the National Qualifications Framework
Registration Scope	The list of registered standards for which an assessor or moderator is registered with the SETA as an assessor or moderator
Registered constituent assessor and moderator	A person who is registered by the relevant QQA in accordance with criteria established for this purpose by SAQA to measure the achievement of specified National Qualifications Framework standards or qualifications. All SETAs must have a register of assessors; they may also wish to have similar registers of moderators and verifiers. These form the basis of the practitioners required for a given programme.
Skills programme	Occupationally based and when completed will constitute credits towards a qualification registered on the NQF.
Quality Assuror	Someone who is competent to ensure that the degree of excellence specified is achieved through monitoring, evaluation and review
Quality Council for Trades and Occupation	The role of the QCTO is to ensure the availability, relevance and quality of occupational qualifications to meet industry needs.
OQSF	Occupational Qualification Sub-Framework
Plagiarism	Refers to the act of stealing someone's intellectual property without his/her consent and due recognition.
PoE	The collection of all learning and assessment/moderation evidences compiled into a portfolio per learner
RPL	Recognition of Prior Learning. RPL means the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development (SAQA 2014).
Summative	Assessment conducted at the end of sections of learning or at the end of a whole learning programme, to evaluate learning

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Assessment	achievements related to a particular qualification, part-qualification, or professional designation (SAQA 2014).
Technical Specification	A prescribed technical list of quality specifications that any e-learning programme should subscribe to at a minimum.

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6. POLICY

6.1 Policy principles

The W&RSETA QQA has identified the following principles which underpin the policy and processes for evaluation of e-learning programmes for all SDP's whether primary or secondary that will be undertaking e-learning for programmes that have already been approved. These principles are consistent with the W&RSETA QQA values and policies in other areas:

- **Quality** is a key principle which underpins the e-learning policy, processes, and procedures. Applicant SDP's should demonstrate to the QQA how the proposed e-learning programme has made provision for quality in all facets of delivery and assessment.
- **Transparency** will underpin the evaluation and application process for e-learning programmes.
- The e-learning evaluation process must contribute to ensuring and maintaining **consistency** of existing national standards across SDP's whom offer e-learning programmes. It is further emphasised that e-learning programmes should **uphold** and function within the framework set by existing QQA policies and standards as indicated in section 4.1.
- This policy is intended to assure and enhance the **credibility** of e-learning programmes that are aligned to W&RSETA registered unit standards and or qualifications.
- W&RSETA e-learning programme approval will only be granted to independent and constituent **accredited SDP's** who have appropriate **quality assured policies, processes capacity, infrastructure and technical resources** to implement the approved e-learning programmes in an effective and quality conscious manner.
- **Capacity** of the SDP to deliver the e-learning programme according to the programme specific requirements.
- **Coherence** in respect of programme stated outcomes, content, design and integration of available technologies to enable the programme to meet its stated outcomes. E-Learning as a concept must ultimately add value to a programme in meeting its **outcomes**.
- **Compliance** with SAQA in relation to **access, transfer and progression, RPL** and protection of learners as appropriate and in compliance with any special conditions attached to the qualification for which the e-learning methodology has been selected as a vehicle for delivery.
- Unacknowledged or falsely acknowledged presentation of another person's ideas, expressions, or original research as one's own work is considered **plagiarism**.
- The e-learning process must encompass **accessibility** and **availability** of required physical resources along with the learner's ability to utilise such technological resources in attaining programme outcomes.
- The e-learning provision must encompass the principles of assessment. These include **integrity, validity, reliability, transparency, accountability, range,**

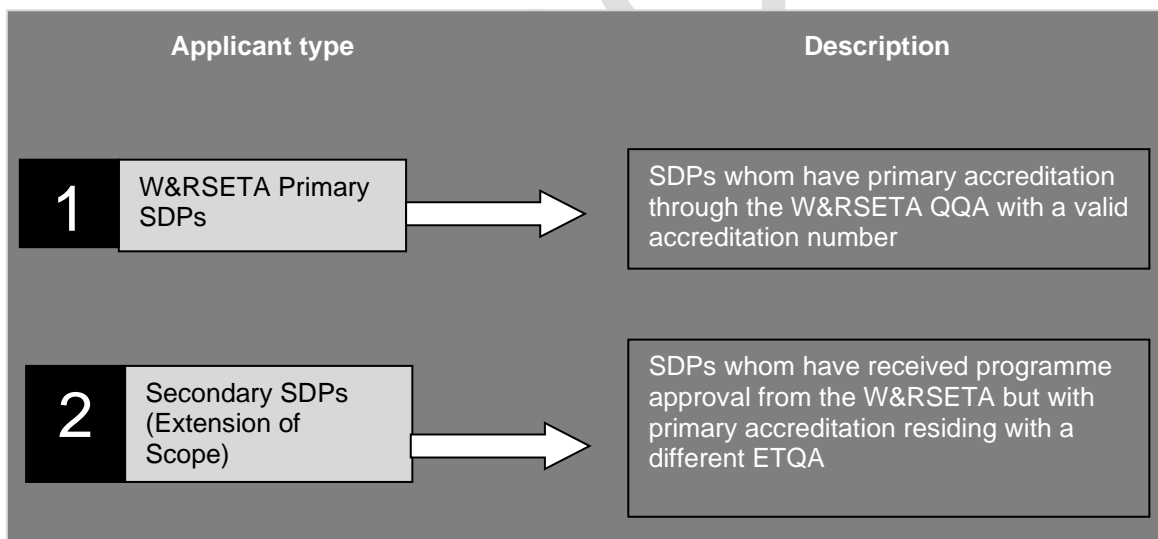
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absence of bias, sensitivity to language, credibility and fairness. It is the responsibility of the implementing SDP to ensure that these principles are kept at the very heart of the development and that each principle is addressed in turn during assessment processes.

- The basic values and principles governing **public administration** as enshrined in section 195 of the Constitution of the Republic of South Africa. In particular:
 - a) The SETA shall use its resources economically to conduct external moderation and validation processes efficiently and effectively (subsection (1) b)
 - b) The SETA’s administration of assessment and external moderation processes shall be development-oriented, especially regarding assessors and internal moderators who are registered through emerging and SMME SDP’s (subsection (1) c).

6.2 Types of applicant SDP’s

The two types of applicant SDP’s that are eligible for e-learning programme approval are presented in the diagram below. Each applicant type must comply with the respective general and submission requirements.



6.3 General Requirements (Applicant types 1 & 2)

6.3.1 Quality management systems

6.3.1.1 The applicant must publish an e-learning policy with associated procedures and process flows which should feature as a separate section in the SDP’s QMS. The W&RSETA QQA will quality assure and monitor the SDP’s policy, procedures and processes relevant to e-learning.

6.3.1.2 The aspect of e-learning should be imbedded into all associated policies,

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procedures and processes within the QMS. In this manner, the provision for e-learning is conducted from both a practical implementation but also firmly entrenched into the organisations QMS practices.

6.3.2 SDP e-learning policy, associated procedures and process flows

6.3.2.1 The applicant SDP’s e-learning policy, procedures and process flows should cater for at a minimum the following highlighted topics;

- E-learning methodologies and architecture (hardware and software)
- SDP quality control and assurance of e-learning
- Management of e-learning
- E-learning environment, site and resources
- Learner entry, guidance and support related to e-learning
- E-Learning administration and reporting
- E-Learning programme design, development, delivery and approval
- E-Learning assessment (both formative and summative)
- E-Learning moderation (both internal and external)
- E-Learning system maintenance, review, licensing and updates
- E-Learning data management, storage, integrity, back-up, confidentiality and access/user rights
- E-Learning safety and security (ethics)
- E-Learning system technical support and access to expertise
- E-Learning vendor/supplier management
- Human resource requirements to operate e-learning effectively
- Staff development and capacitation for e-learning
- E-Learning learner satisfaction policy
- E-Learning client satisfaction policy
- E-Learning policy review mechanism

6.3.2.2 The applicant SDP’s e-learning policy should be comprehensive enough to cater for all aspects surrounding e-learning (as highlighted in the above point), yet be focused enough to be practically implementable and sustainable by the SDP.

6.3.3 Programmes

6.3.3.1 The W&RSETA shall only permit for e-learning programmes to be conducted by SDP’s after requisite approval is received and for programmes already as part of the applicant SDP’s scope with the W&RSETA QQA.

6.3.3.2 W&RSETA QQA will ensure that e-learning programmes, offered by already accredited SDP’s, leading to W&RSETA registered unit standards and or qualifications, provide learners with appropriate opportunities to obtain competency against the unit standards and or qualifications through the specified e-learning methodology.

6.3.3.3 Once approved, the evaluated e-learning programme/s will be considered

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valid until either the unit standards/qualification expire or are significantly changed/revised by SAQA. The validity will however also include the two year teach out period as prescribed by SAQA.

6.3.3.4 The W&RSETA QQA shall only permit e-learning as a methodology that enhances the learning experience for the learner concerned and does not in any way infringe or jeopardise the programme qualification or standard requirements/rules as registered by SAQA.

6.3.4 Suppliers, developers and third party validation/endorsement of SDP infrastructure, resources and capacity

6.3.4.1 Applicant SDP’s whom purchase e-learning solutions or programmes from suppliers will be required to provide the W&RSETA QQA with proof of purchase of the e-learning system together with the signed service level agreement /conditions of use that was entered into with the developer. These conditions of use must also specify licencing periods if any.

6.3.4.2 Applicant SDP’s will be required to complete and submit a technical specification checklist (prescribing best practice technical requirements). This checklist must be completed and signed off by both the developer and SDP. This is to ensure that the developer and SDP confirm that the e-learning provision meets the minimum specified best practice specifications.

6.3.4.3 Applicant SDP’s will be required to gain an endorsement from the e-learning developer that the SDP possesses the necessary mechanisms, resources, and expertise to operate the developed system effectively and competently. The e-learning developer after having designed and developed the system will be able to provide a written assurance that the SDP is fully capable of hosting and operating the system according to specific system and learning requirements.

6.3.5 Assessments (Formative and Summative)

6.3.5.1 All aspects surrounding assessment must comply with the provision under the QQA Assessment, Internal and External Moderation policy. The purpose of the e-learning policy is not to replace any of the provisions of the aforementioned policy but rather to function within the framework provided by it when it comes to assessment.

6.3.5.2 All assessment activities must be designed and developed according to the principles of assessment mentioned in section 6.1 of this policy document under policy principles. The assessment activities must satisfy each of the assessment principles in turn and documented evidence of how the SDP is to attain these principles through e-learning assessment must be evident in both the e-learning programme strategy and SDP e-learning policy.

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6.3.5.3 Assessment must be undertaken by registered practitioners according to the QQA Assessor and Moderator Registration policy.

6.3.5.4 All assessment tasks and activities must take place under the supervision of and by a registered assessor whilst all aspects of meetings, planning/preparation, assessment tools, instruments, feedback and reporting should be encompassed and built into the e-learning assessment processes. Evidence of these must be retained in the learners PoE and assessment files.

6.3.5.5 All evidence of assessment and related assessment documentation must be retained and stored by the SDP for a period of 5 years.

6.3.5.6 All learners' Portfolio of Evidence (PoE) evidences should be maintained, encompassing all the relevant and required information through an electronic or paper based medium.

6.3.5.7 The assessor must have access rights to view all learner and assessment information along with evidences and must also have access to all learners PoE's whether electronic or in paper based form.

6.3.5.8 Contact summative assessments in the form of a knowledge test should constitute at a minimum the summative assessment component within the e-learning programme for purposes of authenticity and attaining controlled conditions whilst under the supervision of the assessor.

6.3.5.9 Summative assessments will occur as per scheduled date within a controlled and conducive environment. Any evidence required, complementing the summative assessment, must be brought to the assessment venue; such evidence must be dually signed-off by the learner clearly declaring that the submission is their own work. To this end, all evidence of learning and assessment per learner must remain authentic and evidence of authenticity should be designed into the e-learning system. Evidence of assessment decisions should also remain authentic with the respective registered practitioners.

6.3.5.10 Summative assessments must occur in a face to face physical venue (bricks and mortar) within conducive and controlled conditions appropriate for the assessment, under the supervision of a registered assessor. Remote/electronic provision for the summative assessment component shall not be permitted via an e-learning provision.

6.3.6 Internal Moderation

6.3.6.1 All aspects surrounding internal moderation must comply with the provision under the QQA Assessment, Internal and External Moderation policy. The purpose of the e-learning policy is not to replace any of the provisions of the

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aforementioned policy but rather to function within the framework provided by it when it comes to internal moderation.

6.3.6.2 All internal moderation processes must be designed and developed into the e-learning provision.

6.3.6.3 Moderation tasks and activities must take place by a registered moderator whilst all aspects of meetings, planning/preparation, moderation tools, feedback and reporting should be encompassed and built into the moderation processes. Evidence of these must be retained in the learners PoE, assessment and moderation files.

6.3.6.4 All evidence of internal moderation and related moderation documentation must be retained and stored by the SDP for a period of 5 years.

6.3.6.5 The moderator must have access rights to view all learner and assessment records, including all documentation for that of the assessor/assessment and access to all learners PoE's whether electronic or in paper based form.

6.3.6.6 Internal moderators must review and prepare an endorsement that the material intended for the e-learning platform has been internally reviewed, quality assured and is ready for system integration.

6.3.7 External Moderation

6.3.7.1 All aspects surrounding external moderation must comply with the provision under the QQA Assessment, Internal and External Moderation policy. The purpose of the e-learning policy is not to replace any of the provisions of the aforementioned policy but rather to function within the framework provided by it when it comes to the coordination of external moderation.

6.3.7.2 The W&RSETA QQA will sample a minimum of 10% of total learners PoE's for purposes of external moderation in keeping with the QQA Assessment, Internal and External Moderation policy. Sampled learners PoE's must be printed and delivered in hard copy to the relevant regional office along with hard copies of all specified supporting information as per the external moderation checklist for purposes of conducting external moderation.

6.3.8 RPL

6.3.8.1 All aspects surrounding RPL will comply with the provision under the QQA RPL and CAT policy. The purpose of the e-learning policy is not to replace any of the provisions of that policy but rather to function within the framework provided by such a policy.

6.3.8.2 The general method of programme approval must be obtained prior to submission for evaluation of an RPL e-learning delivery. RPL programmes

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must demonstrate how learners meet outcomes through RPL via an e-learning programme delivery.

6.3.9 Workplace and practical learning

6.3.9.1 E-Learning programmes will be designed and developed to incorporate workplace and practical learning in order to for it to contribute towards gaining practical competency and meeting programme outcomes. An e-learning programme must make provision for the aspect of workplace learning and documented evidence of its occurrence must be evident within the learners PoE.

6.3.9.2 Mentors or workplace supervisors should have accessibility to the system in order to update, comment or input into the learners PoE or assessments where workplace evidence is required.

6.3.10 Practitioners

6.3.10.1 Registered practitioner in the form of assessors and moderators must be utilised in all e-learning programmes.

6.3.10.2 Practitioners should have appropriate user access rights to the systems and information related to their responsibilities. At a minimum, practitioners should have access to view evidence for all learners under their area of responsibility.

6.3.10.3 Applicant SDP’s must ensure that adequate and documented training on the e-learning system is provided to all practitioners with levels of support and guidance to fulfil their responsibility within the e-learning system.

6.4 E-Learning submission requirements

6.4.1 The W&RSETA QQA shall evaluate e-learning programmes that comply with the following documented and submitted evidence appearing in the table below:

Item No	Items for submission
1	Completed W&RSETA E-Learning SDP Capability and Programme Self Evaluation Tool
2	E-Learning Policy, Procedures and Process Flows or letter from primary SETA for type 2 SDP’s confirming that e-learning policy has been developed according to items listed in 6.2.2
3	Submission of completed technical specifications checklist
4	Submission of vendor or developers endorsement letter that the technical components of the e-learning programme has been matched and

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	<p>compared with that of the SDP and said SDP is capable and trained to operate and administer the system in an efficient and effective manner using SDP available resources (see item section)</p>
5	<p>Submission of internal moderators endorsement report that the material on the e-learning platform or technology has been internally reviewed, quality assured and is ready for system integration</p>
6	<p>E-Learning Programme Strategy (Contents for which are further delineated below)</p> <p>The applicant shall be required to submit a detailed e-learning programme strategy which provides amongst other aspects allows for the applicant to communicate to the QQA a detailed analysis on the e-learning approach for which they wish to embark on. In addition to the programme strategy requirements highlighted within the QQA Learning Programmes Evaluation Policy (Learning Programme Requirements, Section A).</p> <p>The sections of the e-learning programme strategy should at a minimum entail sections on the following (a-t);</p> <ol style="list-style-type: none"> a. Overview of the e-learning technology and methodology to be utilised along with the environment b. Detailed description of the e-learning software, hardware and associated equipment that shall be used to address delivery of the programme (resource provisioning) c. The overall teaching and learning methods, media and modes of delivery to achieve the intended learner outcomes including management of e-learning d. Commentary and evidence of how the e-learning methodology attains the principles of assessment and in particular assessment authenticity e. E-learning technical guide and associated completed technical specification checklist from vendor or developer f. Description of SDP technical capacity in light of e-learning technical requirements and avenues for technical support g. Description of learner support materials h. Brief description of how theoretical, practical and workplace assessments will be conducted and managed which includes formative and summative assessments i. Detailed description of e-learning assessment capacity, process and resources including the range of parties

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	<p>involved in the assessment process</p> <p>j. Detailed description of e-learning moderation capacity, process and resources including the range of parties involved in the moderation process (both internal and external moderation)</p> <p>k. Description of the quality assurance systems in place for the e-learning programme</p> <p>l. Staffing and human resource requirements to operate the system effectively</p> <p>m. Detailed description of e-learning evidence gathering for the formation of a learner's portfolio of evidence with both formative and summative assessments along with any/all related information that is included within the PoE</p> <p>n. A description of SDP's environment and infrastructure to administer the range of elements of the programme effectively</p> <p>o. E-Learning provision of information storage, data management, integrity, back-up, confidentiality and access rights</p> <p>p. E-Learning system maintenance, content and system update, along with licencing</p> <p>q. E-Learning safety and security measures (ethics)</p> <p>r. E-Learning vendor/developer/supplier management</p> <p>s. E-Learning annual review (includes both QMS policy, procedures and processes (incorporating e-learning) along with the actual e-learning programme)</p> <p>t. A description of how the learners shall be trained or prepared to utilise the e-learning programme in an effective manner (Preparing the learner to operate the system effectively)</p>
7	Learner instructional guide with specific reference to e-learning component and learner support structure
8	Facilitator instructional guide with specific reference to formative assessment activities, learner progression and management of programme roll out plan. If the e-learning system caters for

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	aforementioned components automatically, then an Automated System Instructional Guide must be submitted to the W&RSETA QQA
9	E-Learning assessment guide with both formative and summative assessments
10	E-Learning moderation guide
11	E-Learning Log book or workplace guide
12	Roll out plan with reference to e-learning
13	E-Learning Portfolio of Evidence (PoE) Guide which should include but not limited to a Certified Copy of Learner ID, Copy of learner highest qualification if applicable, Learner CV and all other evidence in relation to the assessment activities.

6.4.2 Sections within the submission must be clearly identified and indexed accordingly for ease of reference. All evidence must be delivered in hard copy for evaluation, where reference to electronic means cannot be printed, screenshots or evidence of same must be attached under the relevant section. Links to web based systems can be included within the submission with access details (if applicable) along with any media aids to supplement the hard copy submission.

6.5 E-Learning Programme Evaluation Process

There are **five** key stages in the evaluation process, i.e. submission, evaluation, decision, appeal and review. The evaluation processes adopted for the Learning Programme Evaluation policy apply in this regard (Section: Programme Evaluation Process).

6.5.1 Submission

- Applicant shall submit their e-learning programme as per 6.4 above.
- SDP to submit hard copies of all evidence listed in section 6.4.1
- SDP to provide access to web based system (if applicable)
- SDP to digital aids (if applicable)

6.5.2 Evaluation, Decision, Appeal Procedure, Review and Withdrawal

Items herein are as per the QQA Learning Programme Evaluation Policy and follow the same procedure and process steps as outlined therein.

6.6 Roles and Responsibilities

6.6.1 QQA Official at regional office

- The role of the regional QQA official is to facilitate and coordinate the evaluation process and conclude the evaluation with written feedback.

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6.6.2 SDP’s

- SDP’s will design, develop and deliver e-learning programmes against W&RSETA unit standard aligned programmes.
- SDP’s utilising e-learning methodologies must still conduct assessment and moderation of learners in accordance with their evaluation and assessment/moderation policy as aligned to W&RSETA QQA requirements.
- SDP’s will be required to monitor and self-evaluate the quality of e-learning programmes and provide QQA with relevant information for monitoring and evaluation purposes.

6.7 Purchasing of QQA approved and non-approved e-learning material

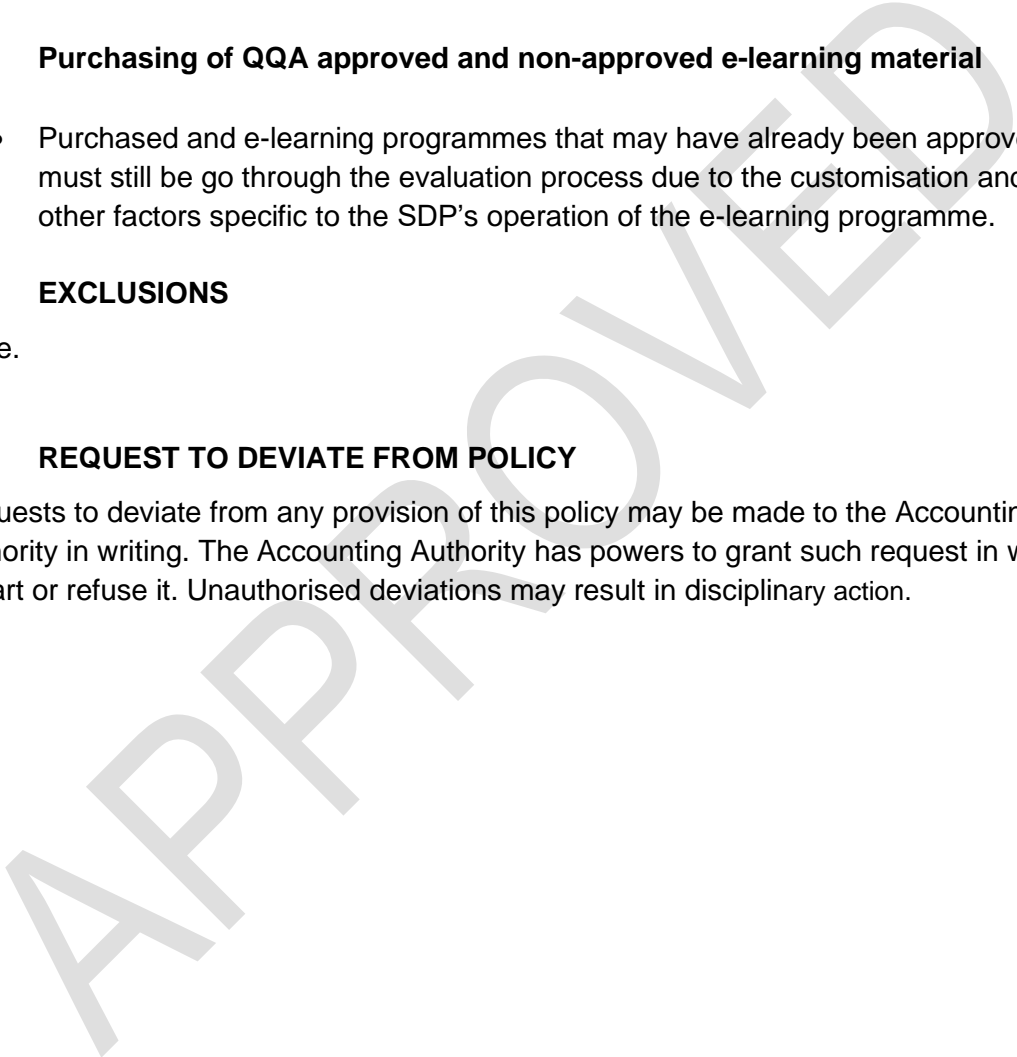
- Purchased and e-learning programmes that may have already been approved must still be go through the evaluation process due to the customisation and other factors specific to the SDP’s operation of the e-learning programme.

7. EXCLUSIONS

None.

8. REQUEST TO DEVIATE FROM POLICY

Requests to deviate from any provision of this policy may be made to the Accounting Authority in writing. The Accounting Authority has powers to grant such request in whole or in part or refuse it. Unauthorised deviations may result in disciplinary action.



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Policy Approval & Sign-off

1. POLICY INFORMATION

Policy Name	E-Learning Policy
Policy Reference Number	POL_QQA_013

2. RECOMMENDATIONS/ ENDORSEMENTS

Recommended Not Recommended

Comments... In view of the ever-changing environment and circumstances we operate under,
 the review of the Policy provides a welcome intervention.

Name of Committee ... Governance and Strategy

Committee Chairperson ... Lucas Ramathodi



Signature

06/08/2020

Date

3. APPROVAL BY W&RSETA ACCOUNTING AUTHORITY

Approved Not Approved

Comments.....



Reggie Sibiya
W&RSETA Board Chairperson

07 August 2020

Date

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