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## 1. Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Appeal</td>
<td>An appeal may be lodged as a result of an unfair assessment. An appeal may also be lodged as a result of an incident that occurs during the course of a Learnership.</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>Time-based learning usually associated with trades, which includes both practical and theoretical components.</td>
</tr>
<tr>
<td>Assessment</td>
<td>A structured process for gathering evidence and making judgments about an individual's performance in relation to registered, national standards.</td>
</tr>
<tr>
<td>Assessment Guide</td>
<td>The document sets out what will be assessed, and what evidence needs to be generated.</td>
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<tr>
<td>Certification</td>
<td>The process whereby the learner is awarded a qualification in the form of a certificate, issued by the relevant ETQA following the successful completion of a Learnership.</td>
</tr>
<tr>
<td>Competent</td>
<td>Learners are declared competent when they meet the outcomes of the unit standard.</td>
</tr>
<tr>
<td>Conditions of Employment</td>
<td>A legally binding document, which specifies the period of the Learnership and organisational requirement pertaining to the type of employment.</td>
</tr>
<tr>
<td>Learnership Agreement</td>
<td>A legally binding document signed by the employer, the provider and the learner, which outlines the rights and duties of the various parties and the termination date.</td>
</tr>
<tr>
<td>Learnerships</td>
<td>A Learnership is a work-based approach to learning and gaining qualifications and includes both structured work experience (practical) and structured learning (theory).</td>
</tr>
<tr>
<td>Learning Materials and Resources</td>
<td>All materials used in the learning process including books, manuals, videos, subject matter experts, etc.</td>
</tr>
<tr>
<td>Learning Plan/Contract</td>
<td>A signed document that clearly identifies goals and learning objectives.</td>
</tr>
<tr>
<td>Levy Grant Scheme</td>
<td>Employers pay a percentage of payroll to a specific Seta for the purpose of skills development.</td>
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<tr>
<td>Mentor</td>
<td>A multi-skilled individual who serves as a sponsor, teacher, coach, sounding board and counselor.</td>
</tr>
<tr>
<td>Moderation</td>
<td>A process of review that confirms that processes that have been followed are valid, consistent, fair and adequate.</td>
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<tr>
<td>Monitoring</td>
<td>A process of careful observation to ensure that Learnerships are on track.</td>
</tr>
<tr>
<td>Multi-skilled workers</td>
<td>Workers who have the skills to perform a number of tasks simultaneously.</td>
</tr>
<tr>
<td>NQF</td>
<td>The National Qualifications Framework provides a framework for nationally recognised qualifications. Qualifications are assessed according to eight bands.</td>
</tr>
<tr>
<td>NYC</td>
<td>Not Yet Competent</td>
</tr>
<tr>
<td>OBET</td>
<td>Outcomes Based Education and Training</td>
</tr>
<tr>
<td>QMS</td>
<td>Quality Management System</td>
</tr>
<tr>
<td>Term</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Qualifications</td>
<td>A group of unit standards that have been clustered together to make up a registered qualification. There are 3 types of qualifications on the NQF: certificates (120cr), diplomas (240cr) and degree (360cr).</td>
</tr>
<tr>
<td>Quality System Audits</td>
<td>Audits conducted by Setas to ensure that providers and employers are providing education and training of an acceptable standard.</td>
</tr>
<tr>
<td>Reporting and Administration Systems</td>
<td>Systems for providing computer-based or manual personal records for each learner.</td>
</tr>
<tr>
<td>RPL</td>
<td>A process whereby learners are assessed and given credit for learning that has already taken place within the workplace.</td>
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<tr>
<td>SAQA</td>
<td>South African Qualifications Authority</td>
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<tr>
<td>SDA</td>
<td>Skills Development Act</td>
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<tr>
<td>SDF</td>
<td>Skills Development Facilitator</td>
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<tr>
<td>Seta</td>
<td>Sector Education and Training Authority</td>
</tr>
<tr>
<td>SGB</td>
<td>Standards Generating Bodies</td>
</tr>
<tr>
<td>Skills Programmes</td>
<td>Occupationally based learning intervention that uses providers to train learners towards the achievement of national unit standards.</td>
</tr>
<tr>
<td>SME</td>
<td>Subject Matter Expert</td>
</tr>
<tr>
<td>Summative Assessment</td>
<td>Occurs at the end of the learning process. Evidence is gathered and an assessment is made as to whether a learner has met requirements for competence.</td>
</tr>
<tr>
<td>Unit Standards</td>
<td>A collection of knowledge, skills and attributes in which a candidate must prove competence (in a structured assessment) to gain credit on the NQF.</td>
</tr>
<tr>
<td>Training Providers</td>
<td>Organisations or individuals that provide learning. These include technical colleges, technikons, distance education institutions, universities, private providers or company in-house training divisions.</td>
</tr>
<tr>
<td>WSP</td>
<td>Workplace Skills Plan</td>
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2. Foreword

In order to facilitate strategic skills development in the sector, Fasset funded a Skills Development Facilitator (SDF) Excellence Programme. The aim of this programme was to enhance the existing base of SDF skills within the sector. The programme’s objectives are to inform, develop and support SDFs registered with Fasset in order to improve skills development implementation in the workplace, by applying best practices.

To continue this support, Fasset has developed a series of seven booklets to serve as resources and references to SDFs. The titles in the series are:

- Implementing SAQA and SDA Legislation in the Workplace
- Skills Planning
- Implementing and Conducting an Assessment in the Workplace
- Working with Assessment Guides
- Align Learning Interventions to the NQF
- Implementing Learnerships
- Implementing Quality Management Systems

This particular booklet, Implementing Learnerships, has been compiled to provide SDFs with insights into and an understanding of the purpose of Learnerships and how these should be implemented in the workplace.

A ‘how to’ approach has been adopted. Internet links and have been provided.

This booklet covers the following:

- an introduction to Learnerships
- understanding Learnerships
- Learnership Agreement
- the relationship between the Seta and Learnerships
- providing learning, or “developing learners”
- workplace assessment
- evaluation of Learnerships

SDF’s should read the booklet in conjunction with: SAQA’s Policy Document: Criteria and Guidelines for Assessment of NQF Registered Unit Standards and Qualifications, and SAQA’s Policy Document: Criteria and Guidelines for the Registration of Assessors.
3. An Introduction to Learnerships

This chapter covers the following:

- what is a Learnership
- benefits of a Learnership
- how to implement a Learnership
- the employer’s role

3.1 What is a Learnership?

A Learnership is a structured process for acquiring theoretical knowledge and practical skills within the workplace. Learners learn on the job and they obtain a nationally recognised qualification on completion of a Learnership.

Learnerships strive to align training interventions (courses) more closely to labour market needs. Learnerships are designed to address skills shortages in South Africa as identified by industry, providers and learners themselves.

A Learnership must:

- relate to an occupation
- consist of a structured learning component
- include practical work experience
- lead to a qualification

3.2 Benefits of Implementing Learnerships

Implementing Learnerships will prove beneficial to the organisation as a whole. For employers, benefits include:

- a better skilled workforce
- systems in place for skills development within the workforce
- skilled learners who will contribute to the economic growth and development of the country.
3.3 The Implementation Process

The diagram below provides a step-by-step account of the steps to be taken when implementing a Learnership.

3.4 The Employer’s Role

Strict procedures have to be followed when implementing a Learnership. The employer needs to ensure that he/she complies with the following:

- assessment processes/systems for Learnership implementation are aligned with the Seta ETQA
- contractual issues, learner support and guidance, workplace readiness, selection of learners, costs and learner allowances are in place.
- a Learnership Agreement is entered into with both the provider and learner
- the employer initiates and participates in the registration, development, preparation for, implementation of, monitoring and evaluation of learnerships
4. The Learnership Agreement

This chapter covers the following:

- the Learnership Agreement
- the rights and obligations of both employers and learners
- the conditions of the employment contract
- grievance and disciplinary procedure
- the appeal process

4.1 Background

The Learnership Agreement is a legally binding document that must be signed by the employer, the provider and the learner. The agreement outlines the rights and duties of the various parties: it also specifies the termination date of the Learnership. Any Learnership must be formally registered by the Seta. A copy of the Learnership Agreement may be obtained from the relevant Seta.

The unemployed/pre-employed learner will be paid an allowance (instead of a salary) while the learner gains workplace experience and while the learner learns at the training provider. The employed learner will receive a negotiated salary during the course of the Learnership and may also need to be reimbursed for learning material, travel costs and for fees.

4.2 Rights and Obligations

The Learnership Agreement extends rights and obligations to both employer and learner.

Learner’s rights include:

- the right to adequate training and education as set out in the Learnership Agreement.
- the right to negotiation - the timing, location, how the Learnership will take place, and who will do the assessment, are open to negotiation.
- the right of access to all resources that are required and to quality training.
- if the learner is dissatisfied with the quality and standard of training, he/she may (provided enough motivation is given) take it further by following the procedures and mechanisms laid down by the Seta.
- a learner may give up his/her Learnership to another registered training provider if the current training provider is dissolved, insolvent, or de-registered.
- the right to a proper assessment of his/her performance in training and is allowed to see his/her assessment results.
- a learner may continue training (provided his/her responsibilities are fulfilled) until the period specified lapses, or until he/she meets the outcomes for the required unit standards, whichever comes first.
- a learner has a right to certification upon completion of his/her training programme.
- a learner has a right to a fair hearing in the case of a disciplinary matter.

Employers can expect the following from the learner:

- the learner must work for the employer as part of the Learnership practice. If the learner fails to do so, the employer may ask the Seta to terminate the Learnership Agreement and the employment contract.
- the learner must be available for all learning and work experience as stated in the Learnership agreement or employment contract.
- the learner must attend all study and learning sessions with the specific training provider and work diligently. If the learner fails to do so, the training provider may recommend that the employer start disciplinary procedures, which could lead to the end of the Learnership Agreement and employment contract.
• the learner must obey the workplace policies and procedures such as arriving at work on time, wearing the correct clothing, etc.
• the learner must complete any timesheets or any written assessment tool given by the employer to provide related work experience.
• the learner must commit him/her self to lifelong learning.

The Learnership Agreement will terminate on the date stipulated in the Learnership Agreement. It will terminate earlier, if:

• the learner successfully completes the Learnership;
• the learner is dismissed by the employer for a reason related to the learner’s conduct or capacity as an employee; or
• the employer and learner agree to terminate the agreement; or
• the Seta approves a written application to terminate the agreement by the learner or, if good cause is shown, by the employer.

(Department of Labour – The Registration of Intended Learnerships and Learnership Agreements)

4.3 The Conditions of Employment Contract

The conditions of employment (employment contract) should specify the period of the agreement. In the case of previously unemployed or pre-employed learners, the employment contract must specify when the Learnership will terminate.

There should be a clause pertaining to already employed staff discussing what happens if the learner does not complete the Learnership within the specified time frame.

The employment relationship must be clarified at the start of the employment relationship. Expectations must be discussed, as well as prospects for promotion. The unemployed learner must understand that the Learnership does not guarantee employment on completion.

Employed learners need to understand how the Learnership fits in with other HR processes such as performance management, career development, Employment Equity initiatives, promotion, job grading, etc. Time needs to be spent clarifying the learner’s responsibility to take ownership of his/her own development. The process of appeals needs to be discussed, and the consequences of not meeting the programme within the set time frame.

4.4 Managing Learnership Costs

The costs of the Learnership need to be managed. Costs include:

• cost of provision
• learning material
• equipment and technology
• assessment
• training and capacity building
• travel
• accommodation (if required)
• allowances

4.5 Induction into the Learnership Environment

Learners need to be inducted into the work environment. The process of induction introduces new employees to the goals of the organisation, policies and procedures, values, co-workers, tasks, the outcomes to be achieved, and the equipment and other resources to be used.
The employer must explain:

- the Learnership contract, rights and obligations
- the period of the Learnership and what happens after termination
- how the learning programme will work (rotation in the workplace, and scheduling of both instructional and workplace learning)
- the assessment process
- practical issues relating to travel, allowances, books, learning materials
- the organisation, environment, mission, values
- policy and procedures
- code of conduct and conditions of employment
- remuneration
- performance management
- grievance procedures and appeals process
- learner support, mentors, coaches, etc
- the world of work, business skills
- formal and informal aspects of the working environment

4.6 Grievance and Disciplinary Procedures

If the learner feels he/she has been treated unfairly the learner may refer the dispute to the Centre for Conciliation, Mediation and Arbitration (CCMA). The following types of disputes may be referred:

- the interpretation or application of any provision of the Learnership Agreement, the learner’s contract of employment or a sectoral determination made in terms of the Skills Development Act;
- the termination of the Learnership Agreement or the learner’s contract of employment.

Appeals can be lodged against an unfair assessment. The appeal process needs to be communicated to the learner during the induction process.
5. The Seta’s Role

This chapter covers the following:

- the Seta’s role in terms of Learnerships
- the ETQA’s role in Learnerships
- Agent ETQA’s role in Learnerships
- Learnership grants

5.1 The Seta’s Responsibilities in Terms of Learnerships

Setas play a critical role in ensuring that learnerships are registered, supported and implemented. It is the Seta’s role to:

- encourage employers and providers to design new Learnership programmes
- register new Learnerships with the Department of Labour
- administer the Learnership Agreement
- assist in the identification of on-the-job and off-the-job education and training
- promote Learnerships to employers, workers and young people
- monitor the implementation of learnerships and spread best practice
- issue certificates to learners who complete the Learnership successfully and also letters detailing credits achieved

5.2 The ETQA’s Role

ETQAs are responsible for:

- checking the status of previously registered companies and training centres and where the required standards are met, issue accreditation
- accrediting training providers
- evaluating and moderating assessment
- advising employers of accredited training providers
- assisting with the evaluation of skills development programmes
- conducting quality systems audits
- facilitating the training of workplace assessors

Fasset has accredited professional bodies within the Fasset sector to serve as Agent ETQAs. Agent ETQAs include:

- Institute of Commercial and Financial Accountants (CFA)
- Association of Certified Chartered Accountants (ACCA)
- Institute of Certified Bookkeepers (ICB)
- Chartered Institute of Business Management Accountants (CIMA)
- Global Accounting Proficiency (GAP) (previously known as Association for the Education and Training of Accountants (AETA))
- Institute of Business Studies (IBS)

5.3 Seta Information Requirements

As far as the implementation of Learnerships is concerned, the Seta will require the following information:

- the number of learners enrolling for programmes, through the Learnership Agreements that are registered
- learner progress and qualifications, credits achieved
- post Learnership tracking of learner’s progress
5.4 Fasset’s Approach to Learnerships

Training programmes for professional qualifications in the sector have traditionally included both a theoretical and practical component. This however, has not been the case for non-professional qualifications within the sector. These programmes need to be transformed into Learnerships in the future. Wherever possible, Fasset will attempt to convert existing programmes into Learnerships.

5.5 Learnership Grants

Learnership grants are available for learnerships that meet Fasset’s Sector Skills Plan objectives and criteria. Further information can be obtained from Fasset’s website (www.fasset.org.za).

Before an employer can apply for a Learnership grant, the employer must comply with the following:

- the organisation applying for funding must complete a formal written proposal explaining how the Learnership will benefit the sector or a Learnership grant form
- the organisation applying for funding must be registered with Fasset.
- SDL levy payments must be up to date. The organisation must have submitted a Workplace Skills Plan for the financial year concerned
- the bulk of learners on Learnerships must be employable on completion of the Learnership
- funds must be available

If the employer provides a Learnership for an unemployed person, the employer may also be able to claim a grant towards the allowance that must be paid to the learner.

Employers must obtain approval from the Seta for the grant before proceeding with an agreement with the learner. The availability of grants is subject to the availability of funds.
6. Enrolling Learners onto Learnerships

This chapter covers the following:

- the process to be followed when registering learners onto Fasset Learnerships
- implementing Learnerships from other sectors

6.1 Enrolling Learners onto Fasset Learnerships

When registering learners onto learnerships employers must comply with the following:

- a Learnership Agreement must be completed for each learner, and the agreement must be signed by both employer and learner. If the agreement is being signed for the practical component, then the employer and the training provider are the same organisation. The employer and the learner must initial each page. The original agreement must be (posted or delivered by hand to Fasset.
- each learner must sign an employment contract.
- the employer must provide proof of learner’s registration with professional body (student number).
- the employer must provide proof of the employer’s accreditation status with professional body
- the employer must provide proof that levy payments to SARS are up-to-date.
- the employer must provide proof of an approved Workplace Skills Plan.
- On receipt of the above documentation, Fasset will send a copy of the agreement and a notification letter to the employer and the learner. The employer and the learner then return the 'notification letter', indicating that the conditions of registering the Agreement have been noted and accepted.

Fasset will provide the employer with proof that the learners are registered. An official confirmation letter will include the following:

- the Seta name and code
- the employer’s levy number will be provided
- DoL Learnership title
- DoL Learnership code
- full names of learner
- learner ID Number
- Learnership Agreement Classification 18 (1) employed or 18 (2) unemployed
- date of commencement of Learnership
- date of completion of Learnership

6.2 Implementing Learnerships from other Setas

If a Fasset registered employer would like to implement a Learnership from another Seta, the employer should contact Fasset directly.

Fasset will liaise with the relevant Seta on the employer’s behalf. The list of registered learnerships is available on the DoL website.

If employers are not registered with Fasset but would like to implement a Fasset registered Learnership, the following steps should be followed:

1. The Seta that the employer pays the SDL levy to, to liaise with Fasset on the employer’s behalf.
2. The two Setas will engage in terms of the quality assurance aspects with the view of concluding a Memorandum of Understanding.
3. Learnership Agreements to be registered by the Seta to whom the employer pays the SDL levy

Employers who wish to register a Learnership Agreement with Fasset should contact:

- Fasset: Yvonne Sawyer or Nomadlozi Buthelezi (011) 476-8570
- SAICA: Beverly Herbst (011) 622-6655
7. Supporting Learning

This chapter covers the following:

- how to support the learner
- how to prepare the work environment
- coaching
- mentoring
- selecting providers
- managing quality

7.1 Supporting the Learner

The Learnership will only succeed if the learning environment is both supportive and enabling. Previously unemployed and employed learners may not be familiar with the nature of work, and may require additional support. Mentors and coaches play an important role in facilitating learning within the workplace.

7.2 Mentors

Mentors must be multi-skilled. Mentors fulfill a number of roles including that of:

- sponsor
- teacher
- coach
- sounding board
- counsellor
- buffer between the learner and the organisation
- information provider
- deliverer of painful home truths

*(Tsukudu Mentoring for career advancement in South Africa, 1996)*

The mentor’s role is to:

- facilitate learning
- enhance the learner’s analysis of situations in the workplace
- unlock an individual’s own potential to maximise their performance and
- influence the learner in achieving important goals.

*(Source: Karen Hinrichs: Modern Mentoring)*
7.3 Coaching

Coaches also play an important role within the workplace. In order to coach effectively, coaches need to:

- develop relationships by showing a personal interest in the learner’s development
- build on the learner’s strengths and self confidence
- provide the learner with the freedom and independence to do the job without you, challenge them to come up with their own solutions to problems
- set standards and make performance expectations clear and specific
- guide learners to follow the organisation’s values and rules
- encourage the learner when he/she is discouraged
- provide appropriate training and support when needed and be available for questions and concerns
- ask for and listen to the learner’s ideas: encourage the learner to think things through for himself/herself
- serve as a good role model, lead by example
- maintain confidentiality
- explain reasons for decisions and procedures and provide advanced warning of changes wherever possible
- give learners credit and praise learners for work well
- not blame the learner when the learner makes mistakes:
- develop learning organisations
- empower learners to take control of their own development
- talk with the learners not to them

7.4 The Manager’s Role

The manager may also serve as mentor, specifically in smaller organisations. The manager must provide feedback on work performance and on aspects relating to the learner’s application of the learning. Management must ensure that the Learnership is supported by the organization as a whole. In this regard, it is important to communicate responsibilities to key role players.

7.5 Developing Integrated Curriculum and Learning Programmes

The curriculum outlines the learning that needs to take place. The curriculum should include:

- the need for and purpose of the Learnership
- a description of the target
- the assessment approach
- the amount of time to be allocated to work experience and structured institutional learning
- the types of workplace experience needed (this may require more than one workplace to be involved)
- the approach that will be taken in terms of evaluation
- broad goals and outcomes of the Learnership in terms of desired skills, knowledge and values to be developed
- the mode of delivery, methods used to teach the learning
- the future learning path that follows the Learnership

(Source: Learning Implementation guidelines developed at COTT)
7.6 Selecting Providers

The following criteria serve as guidelines for selecting providers:

- proof of the provider’s legal status
- indications of the provider’s track record in the form of learner achievement rates
- audited financial statements
- administrative systems to effectively implement the Learnership
- staff capacity, training and registration
- quality of physical resources, facilities
- training material and whether it complies with the principles of outcomes based learning
- capacity for learner support, counseling
- the quality assurance systems and processes that have been developed

7.7 Conducting the Learning

The learning will only be consolidated if the structured work experience supports the learning provider. The structured work experience must provide the learner with adequate exposure to a broad spectrum of work situations. A close relationship should be established between employer and provider.

The practicalities of where the learner will be placed in the workplace needs to be given careful consideration.

As far as the work experience itself is concerned, the structured work experience should include the following:

- a clear documented understanding of what is expected of the learner, the employer and the workplace mentor
- a planned, systematic experience of a range of work activities (in an SMME or non-formal context this is likely to be less structured but the learner should experience a range of different jobs)
- specified learning and assessment tasks
- scheduled times for learners to come together
- clear guidelines on what will be assessed and how learners will be assessed during the work placed learning

(Source: Learning Implementation Guidelines COTT)

Knowledge theory and practical skills can be obtained in a number of ways including:

- formal lectures
- distance education/part-time studies
- practical demonstrations by a coach
- reflection while learning

The different modes of learning should be encouraged.

The following should be considered when structuring learning in the workplace:

- the learner should be provided with modelling opportunities in which the learner is exposed to experts
- the learner should start with simple skills and slowly progress to more complex skills
- the learner should be exposed to a range of activities and not only repetitive tasks
- the learner should be provided with opportunities that are challenging, involve uncertainty and require some problem solving
- the learner should be provided with opportunities to collaborate with other learners
8. Evaluating Learnerships

This chapter covers the following:

- how to evaluate Learnerships
- reporting and administration systems
- managing the information
- compiling reports

8.1 Evaluating the Impact of the Learnership

The overall success of the Learnership project needs to be evaluated.

The Learnership will be deemed successful if:

- the learner achieves competence within stipulated time frames
- the Learnership has led to an increase in productivity levels
- current employees have been able to progress in their career
- the learners have found placement following the Learnership – i.e. are more employable

The employer should identify the criteria for success at the outset: these need to be clearly understood by the learner.

8.2 Reporting and Administration Systems

Some organisations may have existing computer-based information systems that will be utilised for record keeping. However, in some instances, a manual system will be used. The employer and the provider must adapt management and administration systems to accommodate Learnerships. It is their responsibility to ensure that information is co-ordinated between the two sites of learning. A personal file should be kept for each learner.

8.3 Managing the Information

Systems must be in place to monitor progress. Information collated on the Learnerships will be important for feedback and also for evaluating the Learnership’s overall success.

Originals or copies should be kept of the following:

- Learner Agreements/contracts
- standard forms and reports (seta, employer or provider specific)
- assessment guides
- training manuals
- employment contracts
- code of conduct
- certificates
- grievance and appeal discussions/proceedings
- progress reports
- placement records

Cognisance should be taken of the following when managing information:

- the learner achieves competence within stipulated time frames
- the Learnership has led to an increase in productivity levels
- the learners have found placement following the Learnership – i.e. are more employable
- current employees have been able to progress in their career
8.4 Compiling Reports

Details of assessments need to be recorded in line with ETQA requirements: requirements can be checked on the Fasset website. All records should be kept, especially for appeal processes. The assessment results need to be recorded and both the learner and assessor need to sign the records. Moderators may request to view assessment reports.

When compiling reports it is necessary to ensure that:

- the data is valid and reliable
- the information is thorough and convincing
- recommendations are practical and achievable
- stakeholders suggestions and recommendations are included
9. Conclusion

The information contained in this booklet explains the purpose of Learnerships, how they are registered, developed and implemented in the workplace. Additional information is available on the Fasset website.

10. References

Learning Implementation guidelines developed at COTT
Source: Karen Hinrichs: Modern Mentoring
(Tsukudu Mentoring for career advancement in South Africa, 1996)
Department of Labour – The Registration of Intended Learnerships and Learnership Agreements

11. Contact Details

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<tr>
<th>Organization</th>
<th>Telephone</th>
<th>Contact Person</th>
<th>Website</th>
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<tr>
<td>Fasset</td>
<td>(011) 476 8570</td>
<td>Yvonne Sawyer / Nomadlozi Buthelezi</td>
<td><a href="http://www.fasset.org.za">www.fasset.org.za</a></td>
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<td>SAICA Learnerships</td>
<td>(011) 621 6600</td>
<td>Beverly Herbst</td>
<td><a href="http://www.saica.co.za">www.saica.co.za</a></td>
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