



SAPSI Training (Teaching and Learning) Policy and Procedure

Policy Title: Training (Teaching and Learning) Policy and Procedure

Document Number: POL 6

Applicable To: Facilitators, Learners, Assessors, Moderators, Training Managers, Quality Assurance Personnel

Policy Owner: Academic/Training Manager

Review Date: 25 November 2024

Approved By: Kerry De Jager

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1. Policy Statement

The South African Public Sector Institute (SAPSI) is committed to delivering high-quality occupational qualifications that are **learner-centred, outcomes-based, industry-responsive**, and fully aligned with the **Quality Council for Trades and Occupations (QCTO)**. This policy ensures that teaching and learning practices across all programmes are consistent, compliant with national standards, and responsive to both individual learner needs and broader socio-economic goals.

SAPSI's teaching and learning philosophy embraces inclusivity, practical relevance, and continuous improvement, thereby contributing to South Africa's skills development priorities through robust curriculum implementation and workplace readiness.

2. Purpose

The primary purpose of this policy is to establish a comprehensive and standardised framework for the effective design, facilitation, delivery, assessment, and evaluation of occupational qualifications in line with the Quality Council for Trades and Occupations (QCTO) standards. This policy seeks to promote consistency, excellence, and accountability in teaching and learning practices throughout SAPSI's accredited training offerings.

Specifically, this policy aims to:

- **Ensure Compliance and Alignment:** Guide the implementation of all training programmes in accordance with the Skills Development Act (1998), the National Qualifications Framework (NQF) Act (2008), and the Occupational Qualifications Sub-Framework (OQSF), ensuring full compliance with the requirements and expectations of QCTO, SAQA, and other relevant statutory bodies.
- **Standardise Educational Practices:** Promote uniformity in curriculum delivery, lesson planning, learner support, and assessment methodologies across all programmes to ensure equitable, transparent, and high-quality learning experiences for all learners.

- **Support Learner-Centric Outcomes:** Facilitate the delivery of learning that is responsive to the developmental needs of learners, enhances employability, and contributes meaningfully to skills development and workforce readiness, especially within the context of national economic and transformation priorities.
- **Enhance Employer Responsiveness:** Align occupational training with current industry demands and workplace requirements to ensure that learners are adequately prepared to contribute productively in their respective fields upon qualification.
- **Embed Continuous Improvement:** Establish a culture of quality assurance through ongoing review, feedback, and enhancement of teaching practices, learning resources, and assessment tools in line with national and international best practices.
- **Advance Staff Development:** Encourage and support the continuous professional development (CPD) of all academic and training personnel through structured training, mentorship, and performance evaluation, thereby fostering excellence in instructional delivery.

This policy underpins SAPSI's commitment to delivering transformative, inclusive, and outcome-driven education that meets regulatory expectations, supports national development goals, and upholds the integrity of the occupational training system.

3. Scope

This policy applies to all stakeholders involved in the planning, implementation, support, and quality assurance of occupational training programmes offered by SAPSI under its accreditation with the Quality Council for Trades and Occupations (QCTO). It sets out the parameters for consistent delivery, monitoring, and improvement of all teaching and learning activities aligned with the Occupational Qualifications Sub-Framework (OQSF).

The policy applies to:

- **Facilitators, Assessors, and Moderators** – Individuals responsible for delivering instruction, assessing learner competence, and ensuring the integrity and fairness of assessments.

- **Training Managers and Academic Coordinators** – Staff responsible for overseeing programme implementation, compliance with curriculum requirements, and alignment with national standards.
- **Learners** – All individuals enrolled in occupational qualifications or part qualifications offered by SAPSI.
- **Support and Administrative Staff** – Personnel involved in academic administration, learner support services, scheduling, material preparation, and data management relevant to training programmes.

The policy applies to the following programme types, within SAPSI’s current and future scope of accreditation:

- **Occupational Certificate: End User Computing**
- **Occupational Certificate: Project Manager**
- **Occupational Certificate: Municipal Finance Officer**
- **Any additional occupational qualifications or part qualifications** formally registered with SAQA and accredited by QCTO and subsequently offered by SAPSI.

This policy will also apply to learning interventions delivered in various modes, including classroom-based, blended learning, and work-integrated learning (WIL), and governs both formative and summative assessment processes.

4. Teaching and Learning Principles

SAPSI’s approach to occupational training is grounded in pedagogical and andragogical best practices that promote effective, inclusive, and industry-relevant learning. The institution is committed to fostering an environment that enables all learners to succeed and achieve occupational competence through the application of the following core principles:

- **Learner-Centred Approach**

SAPSI adopts a learner-focused methodology that recognises the diverse backgrounds, learning preferences, prior experiences, and socio-cultural contexts of its learners. Facilitators are trained to

create flexible learning environments that adapt to individual learning paces and needs, fostering active engagement and autonomy.

• **Outcomes-Based Education (OBE)**

All training programmes are structured in accordance with the QCTO's OBE framework. This includes clearly defined exit-level outcomes and associated assessment criteria across:

- **Knowledge Modules (KMs)** – Theoretical and conceptual understanding.
- **Practical Skill Modules (PSMs)** – Technical and procedural skills.
- **Workplace Experience Modules (WEMs)** – Application of skills in authentic work contexts.

Assessments are designed to verify competence in all three components to ensure holistic learner development.

• **Inclusivity and Accessibility**

SAPSI is committed to promoting transformation and social justice in education. Universal Design for Learning (UDL) principles are applied to ensure accessible learning environments, materials, and assessments for individuals with disabilities and those from previously disadvantaged backgrounds. Reasonable accommodations and support services are provided as needed.

• **Workplace Integration**

Learning is contextualised within the realities of the workplace to promote relevance and immediate applicability. Programmes include simulated environments, case studies, and structured workplace experience to strengthen occupational readiness.

• **Technology-Enabled Learning**

To enhance learning flexibility and reach, SAPSI integrates e-learning platforms, multimedia content, and digital collaboration tools into its delivery methods. This supports blended and remote learning where feasible, without compromising quality or compliance with accreditation requirements.

• Continuous Improvement

SAPSI maintains a culture of reflective practice and continuous enhancement. Teaching strategies and learning resources are regularly reviewed using feedback from learners, facilitators, and employers, as well as internal quality assurance (IQA) reports and external evaluations. Findings inform staff development and instructional innovation.

5. Teaching and Learning Structure

SAPSI's occupational training programmes are structured to deliver a comprehensive learning experience that integrates theoretical knowledge, practical skills development, and real-world workplace exposure. Each component is designed to align with QCTO curriculum requirements and to ensure learners develop holistic occupational competence.

Component	Description
Knowledge Modules	Theoretical instruction forms the foundational basis of the learner's understanding of the occupational qualification. Delivered through face-to-face classroom sessions, virtual classrooms, or blended learning environments, these modules cover key concepts, principles, and regulations relevant to the specific occupation. Content delivery incorporates a variety of teaching methodologies such as lectures, multimedia presentations, group discussions, case studies, and e-learning resources to cater for diverse learning styles. Theoretical learning is aligned to prescribed QCTO unit standards and ensures learners grasp the underpinning knowledge essential for competent performance. Regular formative assessments and knowledge checks are embedded to support learner comprehension and progression.
Practical Modules	Practical skills development is critical to building hands-on competence. These modules are conducted in simulated environments, skills labs, or workshops designed to replicate workplace conditions as closely as possible. Learners engage in structured exercises, role-plays, demonstrations, and project-based tasks that require application of theoretical concepts in realistic scenarios. Facilitators employ competency-based training techniques and provide step-by-step guidance,

	coaching, and corrective feedback. Safety protocols and operational standards are emphasized to ensure industry readiness. Practical modules are supported by detailed assessment rubrics and checklists to measure performance accuracy and proficiency.
Workplace Experience	Workplace experience constitutes a vital component where learners apply knowledge and skills within authentic work settings. This may involve placement at partner organisations, internships, or simulated workplace environments when actual placements are not feasible. Learners work under the supervision of qualified workplace mentors who provide daily coaching, support, and evaluation. Structured workplace learning plans, aligned with QCTO's Work Experience Module (WEM), define clear learning objectives, activities, and performance indicators. Regular progress reviews, workplace visits by SAPSI training managers, and reflective journals ensure effective monitoring of learner development. This exposure prepares learners for occupational challenges, enhances employability, and fosters professional work ethics.

Integration and Coherence

The three components of Knowledge, Practical, and Workplace Experience are carefully integrated within the overall programme design to create a cohesive and progressive learning journey. This structure facilitates:

- **Theoretical-practical linkage:** Reinforcing conceptual knowledge through hands-on application.
- **Competency development:** Progressive mastery of skills aligned to occupational standards.
- **Work readiness:** Ensuring learners meet industry expectations for entry-level competence.
- **Continuous assessment:** Ongoing evaluation across different learning contexts for comprehensive learner appraisal.

Delivery Modes

SAPSI employs flexible delivery modes to enhance accessibility and inclusivity, including:

- **Face-to-face classroom sessions** for interactive and experiential learning.
- **Virtual classrooms and webinars** leveraging platforms such as Salesforce LMS for remote engagement.
- **Blended learning approaches** combining online theoretical instruction with scheduled practical workshops.
- **Self-directed learning** supported by digital resources and learner guides.

Quality Assurance

Each component's delivery is subject to continuous quality assurance measures including:

- Alignment of lesson plans and materials with approved curricula.
- Qualified and trained facilitators ensuring pedagogical effectiveness.
- Regular internal and external moderation of assessments.
- Monitoring of learner attendance, participation, and progression.

6. Roles and Responsibilities

Clear delineation of roles and responsibilities ensures effective teaching and learning processes that meet QCTO standards and SAPSI's quality expectations. Each role contributes critically to learner success and the integrity of programme delivery.

Facilitators

- **Lesson Planning and Delivery:** Develop detailed lesson plans aligned with QCTO curriculum outcomes and SAPSI programme guidelines. Utilize diverse, learner-centered instructional strategies including case studies, simulations, role-plays, group discussions, and multimedia presentations to enhance engagement and understanding.
- **Learner Support:** Adapt facilitation approaches to accommodate diverse learning styles, backgrounds, and needs, ensuring inclusivity and accessibility.
- **Record Keeping:** Maintain accurate and up-to-date attendance registers, learner progress records, and documented evidence of learning activities in accordance with SAPSI's data management protocols.

- **Theory-Practice Integration:** Design learning activities that connect theoretical knowledge with practical workplace applications through real-world scenarios, ensuring contextual relevance.
- **Professional Development:** Engage in continuous professional development (CPD) to stay updated on pedagogical best practices, QCTO requirements, and occupational sector developments.

Assessors

- **Assessment Implementation:** Conduct formative and summative assessments using approved instruments aligned to specific module outcomes and QCTO standards.
- **Feedback Provision:** Deliver constructive, timely, and clear feedback to learners to facilitate learning and improvement.
- **Documentation:** Accurately record assessment results and maintain comprehensive Portfolios of Evidence (PoE) for each learner as required by QCTO and SAPSI policies.
- **Compliance:** Ensure assessment processes adhere to principles of fairness, validity, reliability, and transparency.

Moderators

- **Internal Moderation:** Perform internal moderation of assessments in accordance with SAPSI's Moderation Policy and QCTO guidelines to verify fairness, consistency, and compliance.
- **Quality Assurance:** Review and validate assessment instruments, learner evidence, and assessor decisions to uphold the credibility of the assessment process.
- **Reporting:** Provide detailed moderation reports and feedback to assessors and management, recommending corrective actions or improvements where necessary.
- **Capacity Building:** Support assessors by providing guidance and training on assessment standards and best practices.

Training Manager



- **Staff Qualification and Registration:** Ensure all facilitators, assessors, and moderators hold valid qualifications and registrations as required by the QCTO and relevant professional bodies.
- **Training Coordination:** Oversee logistics for training delivery, including scheduling, venue booking, material preparation, and technological requirements.
- **Programme Planning:** Develop and manage the annual training implementation plan, ensuring alignment with strategic objectives and resource availability.
- **Performance Monitoring:** Monitor facilitator performance, learner outcomes, and overall programme effectiveness, implementing improvements where needed.
- **Stakeholder Communication:** Liaise with QCTO, AQPs, workplace partners, and learners to facilitate smooth training operations and compliance.

Learners

- **Active Participation:** Attend all scheduled learning sessions punctually and actively engage in all instructional and assessment activities.
- **Code of Conduct Compliance:** Adhere strictly to SAPSI's Learner Code of Conduct and Academic Integrity policies, ensuring respectful and ethical behaviour.
- **Portfolio Management:** Compile, maintain, and submit comprehensive Portfolios of Evidence (PoE) in line with programme requirements and timelines.
- **Feedback Contribution:** Provide constructive feedback on the learning experience to support continuous quality improvement.
- **Self-Directed Learning:** Take responsibility for own learning by preparing for sessions, completing assignments, and seeking support when needed.

This detailed breakdown clarifies accountability across the teaching and learning spectrum, strengthening SAPSI's commitment to quality education and learner success.



7. Teaching and Learning Process

The teaching and learning process at SAPSI is structured to ensure effective delivery, learner engagement, robust assessment, and continuous quality improvement. This process aligns with QCTO curriculum standards and is designed to prepare learners for occupational competence and workplace readiness.

Stage	Activities
Programme Design	- Analyse and map QCTO curriculum components, including Knowledge Modules, Practical Skills Modules, and Work Experience Modules, to SAPSI's delivery framework. - Design the training programme to reflect occupational demands and workplace realities, ensuring relevance and applicability. - Incorporate input from industry stakeholders, workplace mentors, and regulatory guidelines to maintain currency and alignment with sector standards.
Lesson Planning	- Develop detailed session plans that are outcomes-focused, specifying learning objectives, content, methodologies, and assessment criteria. - Plan diverse and interactive learning activities such as group work, case studies, simulations, and e-learning interventions to accommodate different learning styles. - Prepare necessary resources, learner guides, and instructional materials in advance.
Delivery of Instruction	- Employ a learner-centered facilitation approach that encourages active participation, critical thinking, and practical application. - Integrate technology-enhanced learning tools, including SAPSI's Salesforce LMS platform, multimedia presentations, and virtual classrooms to support blended learning. - Continuously monitor learner engagement and adapt delivery methods to address challenges and optimize understanding.
Assessment	- Conduct formative assessments throughout the learning journey to provide timely feedback and support learner development.

	- Administer summative assessments at the end of modules or learning units to evaluate competency achievement. - Ensure that all assessment evidence is compiled systematically in Portfolios of Evidence (PoE) as required by QCTO. - Maintain assessment integrity through adherence to approved instruments and ethical standards.
Moderation	- Implement internal moderation processes to review and validate assessment outcomes, ensuring fairness, consistency, and alignment with SAPSI and QCTO policies. - Engage qualified moderators independent of the original assessment to provide objective verification. - Document moderation findings and apply necessary corrective actions or improvements.
Feedback & Review	- Collect structured feedback from learners, facilitators, assessors, and workplace mentors through surveys, interviews, and focus groups. - Analyze learner achievement data and qualitative input to identify strengths and areas for improvement. - Review teaching methods, learning materials, and assessment strategies regularly to enhance programme quality and learner outcomes. - Incorporate feedback-driven adjustments in subsequent delivery cycles.

Continuous Improvement Loop

SAPSI fosters a culture of continuous improvement by integrating feedback and evaluation outcomes into the teaching and learning process. This dynamic approach supports responsive curriculum delivery, maintains alignment with evolving occupational standards, and enhances learner success.

8. Learning and Assessment Materials

SAPSI is dedicated to ensuring that all learning and assessment materials are of high quality, relevant, and compliant with regulatory standards to support effective teaching, learning, and evaluation.

- **Provision of Validated Materials**

SAPSI provides learners and facilitators with validated, comprehensive, and up-to-date learning materials including learner guides, facilitator manuals, workbooks, and supplementary resources. These materials are rigorously reviewed and approved by curriculum specialists and industry experts prior to deployment.

- **Alignment with Curriculum Outcomes and Industry Needs**

All learning and assessment materials are carefully aligned with the QCTO curriculum components and clearly mapped to the specific learning outcomes and occupational standards. This alignment ensures that content is directly relevant to workplace requirements, enabling learners to acquire practical skills and knowledge essential for their professions.

- **Material Accessibility and Inclusivity**

SAPSI ensures that materials are accessible to all learners, including those with disabilities and from diverse linguistic or cultural backgrounds. Where necessary, materials are adapted or supplemented to meet specific learner needs without compromising the integrity of the curriculum.

- **Secure Storage and Archiving**

Learning and assessment materials, including Portfolios of Evidence (PoEs), assessment instruments, and learner records, are securely stored and maintained for a minimum period of five years, in compliance with QCTO archival regulations and institutional policies. Physical and digital archives are managed with strict access controls to safeguard confidentiality and integrity.

- **Use of SOR-Aligned and QCTO-Compliant Assessment Instruments**

Assessment tools and instruments are developed and continuously reviewed to ensure alignment with the Statement of Results (SOR) and QCTO assessment standards. These instruments include formative and summative assessments that are fair, valid, reliable, and sufficiently rigorous to measure occupational competence.



- **Continuous Material Review and Update**

SAPSI commits to periodic review and updating of all learning and assessment materials to reflect changes in occupational standards, industry practices, technological advancements, and learner feedback. This continuous improvement process ensures the ongoing relevance and quality of educational content.

This section reinforces SAPSI's commitment to quality, compliance, and learner support through robust learning and assessment materials.

9. Quality Assurance and Monitoring

SAPSI is committed to maintaining high standards of teaching and learning through rigorous quality assurance and continuous monitoring processes. These efforts ensure compliance with QCTO requirements, enhance learner outcomes, and promote institutional accountability.

- **Internal Evaluations and Academic Audits**

SAPSI conducts regular internal evaluations and academic audits to assess the effectiveness of programme delivery, facilitation quality, and learner performance. These audits systematically review training records, assessment outcomes, attendance, and compliance with curriculum and assessment policies to identify strengths and areas for improvement.

- **Facilitator Performance Monitoring**

Facilitator effectiveness is continuously tracked through classroom observations, learner feedback surveys, and performance appraisals. Professional development needs are identified and addressed to ensure facilitators maintain high competency levels and adopt best practices aligned with adult learning principles and occupational standards.

- **Learner Feedback Mechanisms**

Learner feedback is actively sought through structured surveys, focus groups, and informal channels to gather insights into the quality of instruction, resource adequacy, and overall learner experience. This data informs teaching adjustments and resource improvements to better support learner success.

- **Facilitator-to-Learner Ratios**

To ensure optimal learner engagement and personalised support, SAPSI monitors and



maintains an appropriate facilitator-to-learner ratio, with a standard ratio of 1:15 as a guideline. Where necessary, adjustments are made to manage group sizes in line with programme requirements and delivery modes.

- **External Moderation and Verification**

SAPSI fully participates in external moderation and verification processes conducted by the QCTO and Delegated Quality Assurance Partners (DQAPs). These external quality assurance activities validate internal assessment practices, verify learner competence, and ensure alignment with national standards.

- **Reporting and Governance Oversight**

Detailed Training Implementation Reports (TIRs), moderation summaries, and quality assurance findings are compiled and submitted to senior management and relevant governance structures. These reports support evidence-based decision-making, continuous improvement, and compliance monitoring at institutional and regulatory levels.

- **Continuous Quality Improvement**

Feedback from internal audits, external moderation, and stakeholder engagement is systematically analysed to inform policy reviews, curriculum enhancements, and staff development initiatives. SAPSI fosters a culture of quality improvement to remain responsive to evolving educational and occupational landscapes.

10. Legal and Compliance Framework

SAPSI's Training (Teaching and Learning) Policy is designed and implemented in full compliance with all relevant South African legislation and regulatory frameworks to uphold quality, fairness, and learner rights throughout the educational process.

- **Skills Development Act (No. 97 of 1998)**

This Act mandates the promotion of skills development, the establishment of learnerships, and the alignment of training programmes with national economic and social priorities.

SAPSI complies by offering accredited occupational qualifications that contribute to national skills development objectives.

- **National Qualifications Framework (NQF) Act (No. 67 of 2008)**

The NQF Act provides the framework for registering qualifications and standards, ensuring

that all learning programmes delivered by SAPSI are registered and aligned to national standards and qualifications.

- **QCTO Assessment and Certification Policy (2022)**

This policy governs the assessment, moderation, and certification processes for occupational qualifications. SAPSI adheres strictly to QCTO requirements for formative, summative, and External Integrated Summative Assessments (EISA), ensuring national recognition of learner competence.

- **South African Qualifications Authority (SAQA) Guidelines**

SAQA provides overarching guidelines for the implementation of the NQF and quality assurance of qualifications. SAPSI aligns its curriculum development, delivery, and assessment processes to SAQA principles.

- **Protection of Personal Information Act (POPIA, 2013)**

SAPSI commits to protecting the privacy and confidentiality of learner and staff information in all teaching, learning, and administrative processes, ensuring compliance with POPIA requirements for data security and lawful processing.

- **Basic Conditions of Employment Act (for Work-Integrated Learning Agreements)**

SAPSI ensures that all workplace learning components, including placements and mentorship agreements, comply with labor laws governing conditions of employment, learner protection, and workplace safety.

- **Additional Regulatory Requirements**

SAPSI remains vigilant to changes in relevant legislation, regulatory frameworks, and best practices affecting teaching, learning, and assessment, promptly updating policies and procedures to maintain compliance.

11. Review and Amendment

SAPSI is committed to maintaining the relevance, effectiveness, and compliance of its Training (Teaching and Learning) Policy through a structured and transparent review process.

- **Scheduled Review**

This policy shall undergo a formal review at least once every twelve (12) months to ensure ongoing alignment with current educational best practices, regulatory requirements, and institutional goals.

- **Ad Hoc Review Triggers**

In addition to the scheduled review, the policy will be revisited and updated as necessary in response to:

- Amendments or new enactments in relevant legislation affecting education, training, and skills development (e.g., changes in the Skills Development Act, NQF Act, or POPIA).
- Updates, revisions, or new directives issued by the Quality Council for Trades and Occupations (QCTO), including changes to curriculum, assessment, moderation, or certification policies.
- Findings and recommendations from internal quality assurance audits, learner and staff feedback, external moderation reports, or incident investigations.
- Innovations in teaching and learning methodologies, technological advancements, or changes in occupational industry standards that impact programme delivery.

- **Review Process and Accountability**

The Quality Management Committee (QMC) will coordinate the review process, gathering input from relevant stakeholders including academic staff, quality assurance personnel, learners, and industry representatives.

- **Approval and Documentation**

All amendments and updates must be formally approved by SAPSI's Executive Management team prior to implementation. Approved revisions shall be documented comprehensively within the institution's Quality Management System (QMS) to maintain version control and audit trails.

- **Communication of Changes**

Significant policy updates will be communicated effectively to all affected parties, including facilitators, assessors, learners, and administrative staff, ensuring awareness and adherence to the current policy.



Record of Review

Review Date	Reviewed By	Approved By	Notes
25 November 2024	Archiman Mloyi. (Academic Head)	Kerry De Jager	Initial QCTO-aligned comprehensive draft
Name & Designation	Signature		Date
Chief Executive Officer			<u>1 August 2025</u>

Supporting Documents (Annexures Available Upon Request)

- Facilitator Lesson Plan Template
- Assessment and Moderation Policy
- Learner Code of Conduct
- Attendance Register Template
- Annual Training Implementation Schedule
- PoE File Structure Guidelines
- Workplace Learning Agreement Template
- Recognition of Prior Learning (RPL) Policy
- Appeals and Complaints Procedure
- Digital Learning Policy (if applicable)