

Enhancing Access to and Success in Post-School Education and Training, for the Future World of Work

Quality Assurance: Monitoring of Curriculum Implementation of Skills Programmes and Full Qualifications



Presentation outline

- ❖ The Purpose of Curriculum Implementation Monitoring
- ❖ Quality Assurance Partners
- ❖ Curriculum Implementation Monitoring Focus Areas:
 - Accreditation status
 - OHS Compliance:
 - Capacity to Implement Accredited Qualifications
 - Proof of Planning
 - Learner records
 - Facilitator Preparedness
 - Completed Modules and Assessments
 - Overall Rating

The Purpose of Curriculum Implementation Monitoring

Monitoring is the continuous process of collecting information to check whether teaching, learning, and curriculum implementation are happening as intended.

1. To Track Progress

Monitoring helps determine whether:

- Facilitators are delivering the curriculum as planned
- Learners are meeting expected outcomes
- Skills Development Providers are following policies and standards

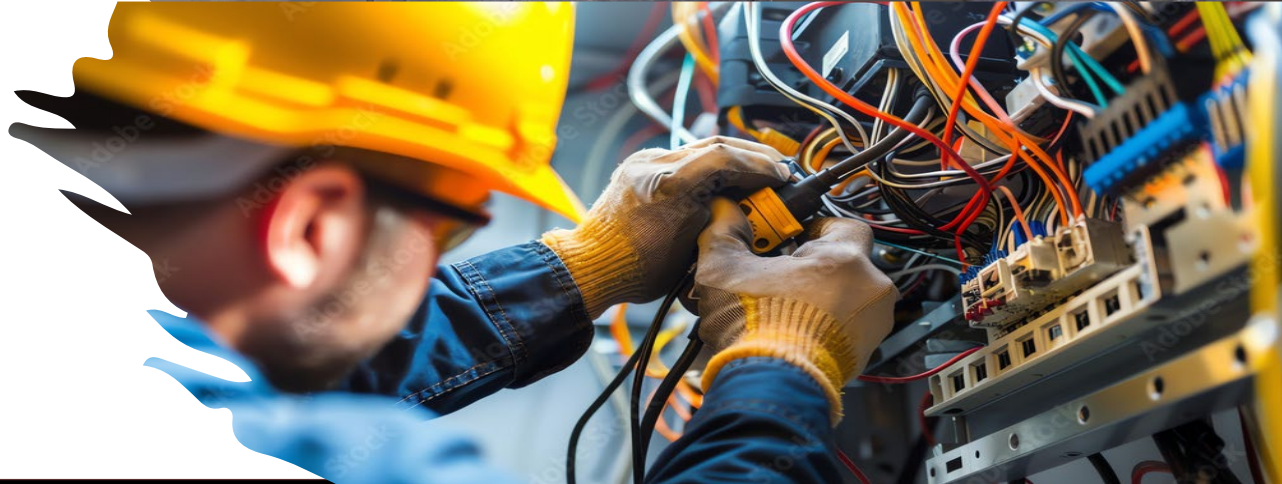


The Purpose of Curriculum Implementation Monitoring

2. To Identify Strengths and Gaps

Through regular monitoring, QA officials can detect:

- Areas where teaching is effective
- Areas where support or improvement is needed
- Resource shortages that hinder implementation



The Purpose of Curriculum Implementation Monitoring

3. To Improve Decision-Making

Monitoring provides accurate data that guides:

- Planning
- Resource allocation
- Intervention strategies

This ensures decisions are evidence-based rather than assumptions.



The Purpose of Curriculum Implementation Monitoring

4. To Ensure Accountability

Monitoring makes sure all stakeholders (Facilitators, SDP's, and Learners) meet:

- Curriculum requirements
- Assessment standards
- Compliance expectations

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The Purpose of Curriculum Implementation Monitoring

5. To Enhance Overall Education Quality

- Ultimately, monitoring ensures that the curriculum is not just written but **effectively delivered**, improving learner achievement and system performance.



Quality Assurance Partners

Quality Assurance Partners:

- ❖ The QCTO implements the quality assurance process in partnership with its Quality Partners (QPs)
- ❖ This is done as per the quality partner functions outlined in the signed Service Level Agreements (SLA).
- ❖ Subject Matter Experts

Subject Matter Experts and Quality Partners:



Chemistry / CHIETA

Chef / CATHSETA

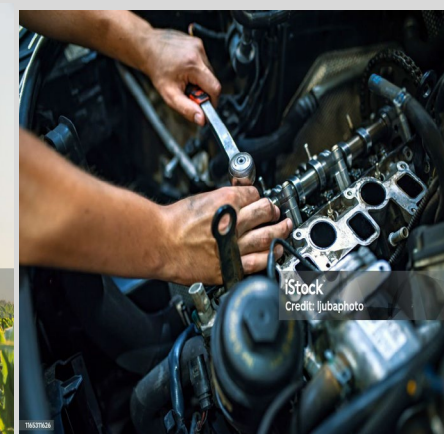
Hairdresser/
ServicesSETA



Construction/CETA

Agriculture /AgriSETA

Engineering/ merSETA



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Learner Enrolment Submission



SDPs are required to submit learner enrolments within 21 days of implementation for full Qualifications and within 5 days for Skills Programmes



Learner enrolment should be submitted in the format prescribed by the QCTO



The submission of learner enrolments triggers Monitoring visits by the QCTO/ QPs/SME's

Curriculum Implementation Monitoring Focus Areas

Accreditation status:



Valid Accreditation Letter



Period of Accreditation



Provider Details (Address of the Institution, Contact Details, etc)



Accredited Qualifications, Including Skills Programmes



Permission to Train Offsite



Signed workplace MoUs



Workplace mentors and their contact details

Curriculum Implementation Monitoring Focus Areas

OHS Compliance:

- ❖ The environment is conducive to teaching and learning.
- ❖ Cleanliness/ lighting/ ventilation/ furniture
- ❖ Evidence of OHS: signage, evacuation plans, emergency assembly points, first aid kit
- ❖ Valid OHS verification report



Curriculum Implementation Monitoring Focus Areas

Capacity to Implement Accredited Qualifications:

Physical Resources

Training Material
Availability and
Alignment to the
Curriculum Document

Classrooms,
Simulation rooms

Workshops for
Practical

Tools and Equipment

Curriculum Implementation Monitoring Focus Areas

Capacity to Implement Accredited Quals...Cont

Human Resources:

South African

- Signed employment contract of the Facilitator
- Certified South African ID Copy
- Certified copies of Highest Qualifications
- Foreign qualification evaluated by SAQA
- CV to check the level of work experience.

Non-South African

- Valid work permit
- Signed employment contract
- Certified Copy of a Valid Passport.
- Certified copies of Highest Qualifications
- Certified Copy of Foreign Qualifications
Evaluation report by SAQA
- CV to check the level of work experience

Curriculum Implementation Monitoring Focus Areas

Proof of Planning:

- ❖ Implementation plan/Role out plan (qualification credits and duration)
- ❖ Timetables for learners (linked to the training plan, indicating KM, PM, and WM)
- ❖ Timetables for facilitators (linked to the training plan indicating KM, PM, and WM)
- ❖ Planning and scheduling of assessments (Formative and Summative)
- ❖ Minutes of management & staff meetings



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Curriculum Implementation Monitoring Focus Areas

Learner records:

- ❖ Signed enrolment forms
- ❖ Certified copy of IDs
- ❖ Foreign learners: certified copies of passport and study permit
- ❖ Learner entry requirement for the qualification (Matric Cert, previous qualifications, etc..)
- ❖ SAQA evaluation report for foreign qualifications

Curriculum Implementation Monitoring Focus Areas

Facilitator Preparedness:

- ❖ Verified evidence that facilitators are adequately prepared for each training session, including comprehensive facilitator files, structured lesson plans, presentation materials, and all supporting documentation.
- ❖ Evidence of effective learner orientation conducted prior to programme commencement, as well as ongoing learner support mechanisms throughout the programme, including provisions for special needs and alignment with the approved learner support policy.

Curriculum Implementation Monitoring Focus Areas

Facilitator Preparedness:

- ❖ Signed and up-to-date attendance registers maintained for all modules, demonstrating accurate learner participation and compliance with attendance requirements.
- ❖ Documented evidence of the programme roll-out plan, indicating implementation schedules, delivery timelines, and coordination of learning activities.

Curriculum Implementation Monitoring Focus Areas

Completed Modules and Assessments:

- ❖ Learner work should be assessed on an ongoing basis (check dates of assessment)
- ❖ Feedback provided to learners on completed assessments by the facilitator
- ❖ Records of assessments kept
- ❖ Interview with the enrolled learners

Curriculum Implementation Monitoring Focus Areas

Completed Modules and Assessments...Cont

- ❖ Evidence of assessed learner work on each module should be provided (Formative and Summative Assessments)
- ❖ Are the outcomes assessed per module and consideration given to credits
- ❖ Does the SDP's assessment strategy consider the External Assessment Specifications of the Qualification
- ❖ Signed and up-to-date statement of work experience/ logbooks
- ❖ Issued SORs

Curriculum Implementation Monitoring Focus Areas

- ❖ E-learning: Readiness and preparedness
- ❖ Implementation Challenges
- ❖ Areas of Good Practice
- ❖ Recommendations for Improvement (With specified timeframe)

Overall Rating on Curriculum Implementation

RATING SCALE

LEVEL	RATING	RATING DESCRIPTION / LEVEL OF COMPLIANCE
1	Poor / unacceptable	SDP does not meet the minimum requirements / standards and requires urgent intervention, development, support and follow up monitoring
2	Fair / partially meets requirements / standards	SDP partially meets the minimum requirements / standards and requires intervention, support and follow up monitoring
3	Good / meets requirements / standards	SDP meets the minimum requirements/ standards and requires limited support and cyclic monitoring
4	Very good / exceeds requirements / standards	SDP exceeds the minimum requirements / standards and has shown evidence of good practice and requires limited monitoring

JUDGMENT ON THE LEVEL OF COMPLIANCE OF THE SKILLS DEVELOPMENT PROVIDER	QCTO PERSONNEL'S JUDGMENT (Rating Score)
KEY MONITORING AREAS (KMAs)	
1. Programme Implementation	
2. Human Resources	
3. Assessment Strategy used by the Provider	
4. Progress on Implementation	
5. General Administration	
6. E-learning: Readiness	
7. Areas of good practice	
OVERALL JUDGMENT: (Figure given here is not the average of the figures 1 to 5 above.)	

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Thank you

