TYPICAL IMPACT ASSESSMENT POLICY

FOR

TRAINING PROVIDERS
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A1: IMPACT ASSESSMENT POLICY

A1.1 Purpose

The purpose of this policy is to describe how impact of training interventions undertaken will be tracked and measured to ensure that each training programme result in what it was initially intended for. It will also ensure that organisations investing in the training programme realises the positive return on their investment made. The rationale for this policy to be included in the quality management system emanates from lack of accountability by all stakeholders after training interventions have been completed, where it has been found that training providers cannot account on the whereabouts of the learners that have exited training and therefore cannot tell whether the training programme have had intended impact. The ultimate impact for training interventions is:

- Improved work operations and performance;
- Job Promotions; and or
- Employability

A1.2 Scope

The scope of this policy includes detailing the system that will be deployed to ensure that impact assessment is successfully carried out. It will also include the apportioning of responsibilities between all stakeholders as well as the development of tools and/or working documents which will be used.

A1.3 Responsibility

The responsibilities in relation to this policy are as follows:

- Training provider – initiating and managing the system;
- Learners – provide continuous feedback on how training is assisting them;
- Clients/Organisations/Departments – the supervisors monitor how employees/learners trained improve performance in workplace and provide feedback and recommendations; and
- PSETA ETQA – as a quality assurance body, the SETA will request feedback from training provider on the impact of training programmes concluded.

A1.4 Policy statement
This policy seeks to ensure that all learners exiting learning programmes are tracked and their progress is recorded. It aims to ensure that the intentions of different learning programmes are realised once learners have successfully completed the training programmes. It will serve as some sort of an aftercare system which will be implemented and managed by the training provider.

This policy appreciates the fact that training does not end with the certification of learners. It is for this reason that this post training system will be implemented to ensure that learners are able to implement the knowledge and skills learned in the particular learning programme. The training provider will work together with the employers and graduates to assess the impact the learning programme had on the life of the learners and the performance in the workplace.

The policy will also assist accredited training providers to give feedback to their relevant SETA’s on the effectiveness of the learning programmes. This policy will test the relevance of the learning programmes registered by the South African Qualification Authority and the Quality Council for Trades and Occupations. It will in return bring about continuous improvement. The implementation approach will definitely strengthen the relationship between training providers and workplace, which directly respond to the NSDS III goals.

**A1.5 Policy considerations**

This policy responds to the need identified in the education, training and development circles that training has become a business, which is interested in delivering and or producing numbers but not the quality and impact bearing interventions. The policy recognises that other related policies might be in place but the necessity of having this policy as a stand-alone guiding document cannot be overemphasised. It also appreciated that training providers might see this policy as a creation of an extra function and therefore get tempted to charge clients extra fees, which is not the case and where such fees get added, it must remain cost-effective.

**A1.6 Procedures and or processes**

The following avenues will be used to ensure that impact assessment is conducted successfully and the continuous interaction with learners and organisation involved is maintained:
- Facebook and or Twitter – both social network, which are affordable;
- Feedback questionnaire – for both the learners and employers; and
- Site visits – observation and interviews.

Process involving the use of social network (facebook and twitter) for the purpose of impact assessment:
- The provider will create a group for each group of learners enrolled;
- The learners will sign into the group during induction;
- The ETD Practitioners and supervisors also sign into the group;
- On completion of the programme, learners return to workplace;
- The social network usage for the purpose of assessing impact of training kicks in;
- The provider post monthly feedback requests from all parties;
- The feedback is consolidated monthly and a impact assessment report is produced; and
- Where changes are required, they are effected as soon as it is qualified

Process involving the use of feedback request questionnaire for the purpose of impact assessment:
- The provider prepares questionnaire specifically related the programmes completed;
- The questionnaire is communicated monthly;
- The learners and their supervisors complete the questionnaire and return to the provider;
- The feedback is consolidated and comprehensive report is compiled; and
- Where changes are required, they are effected as soon as qualified.

Process involving the use of physical site visits for the purpose of impact assessment:
- The provider prepares a site visit checklist relating to the programme completed by the learners;
- The site visit are planned and conducted quarterly;
- The methods of assessment will be interviews; supervisor reports review and or observation of learners at work;
- The team that conducted site visit compiles impact assessment report; and
- Where changes are required, they are effected as soon as qualified.

Note: Learners who exited the programme must report any job promotions or employment appointments.
The above listed processes do not replace each other. It is therefore recommended that a combination of at least two processes be implemented concurrently. Where resources permit, all process can be implemented however the impact assessment practices must be cost effective. In all cases the impact assessment report is shared with the SETA during mandatory site visits.

**A1.7 Process Flowchart – Impact Assessment**

Learners register into the programme with the provider and their details are entered into the database

Provider: creates social network group; develop questionnaires and site visit checklists. The tools are communicated

Learners are made aware of impact assessment and their role explained

Learners are trained, assessed and found competent. They return to workplace.

Provider communicate monthly via social network

Provider distributes feedback questionnaires monthly

Quarterly site visits are conducted, checklist is used

In all cases impact assessment feedback reports are compiled and findings are communicated

The report is shared with the PSETA

Changes are affected where such has been recommended

**A1.8 Tools**
- Impact assessment tools.
- Impact assessment report template; and
- Changes tracking records.