PART THREE

Becoming a Training Centre of Good Practice in the Metal Industry – a toolkit

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research

SEIFSA
Steel and Engineering Industries Federation of Southern Africa
OUR PASSION, YOUR SUCCESS

merSETA
MANUFACTURING, ENGINEERING AND RELATED SERVICES SETA

ACKNOWLEDGEMENT

A note of appreciation to merSETA and its Metal Chamber for recognising the importance of developing a Toolkit of Good Practice for Training Centres in the Metal Industry. The toolkit is generic and can be used by all training centres.

SEIFSA and its training centre run by Gijima (Pty) Ltd supported this project. The SEIFSA Training Centre was used to pilot the toolkit. A special acknowledgement to Melanie Mulholland, Willy Matthiae, Desmond Uithaler, trainees and trainers of the SEIFSA Training Centre for their support and co-operation.

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WHY DEVELOP A TOOLKIT OF GOOD PRACTICE FOR TRAINING CENTRES?

- A study *"Skilling artisans for a global competitive metal industry in South Africa"* by Prof Hoosen Rasool and Melanie Mulholland in April 2016 found that employers are very critical of the quality of graduates exiting training centres and entering workplaces.

- Their concerns are that graduates are not work-ready; lack basic plant operator, foundational and problem solving skills. Low productivity, poor work ethic, disinterest in learning further, and poor attitude are also concerns. Inevitability, it falls on the employer to re-train new employees for the world of work.

> *"Apprentices do not get enough work experience on a range of tasks/skills. There are not enough in on-the-job assessments. People pass the trade tests but require "training from the start when they are employed. There is a mismatch between what apprentices can do and what employers expected of them".*
>
> **-Metal Firm Manager**

- Therefore, a need exists to support training centres in the metal industry to produce graduates that reasonably meet the expectations of employing firms. Training centres should be engaged in a process of continuous improvement – continually finding ways to enhance the quality of their training offerings and remaining relevant to industry developments.

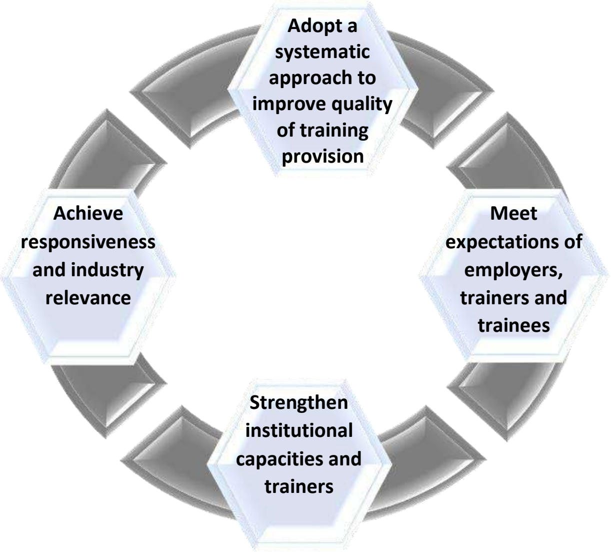
2

WHAT IS THIS TOOLKIT ABOUT AND WHAT IS IT NOT?

2.1

THIS TOOLKIT IS ABOUT

It is about enabling training providers in the metal industry to:


Adopt a systematic approach to improve quality of training provision
Meet expectations of employers, trainers and trainees
Strengthen institutional capacities and trainers
Achieve responsiveness and industry relevance

> *"Excellence is the enemy of good practice."*
> *Let's understand what excellence truly means and ask ourselves if it is realistically achievable."*
>
> ***Anon***

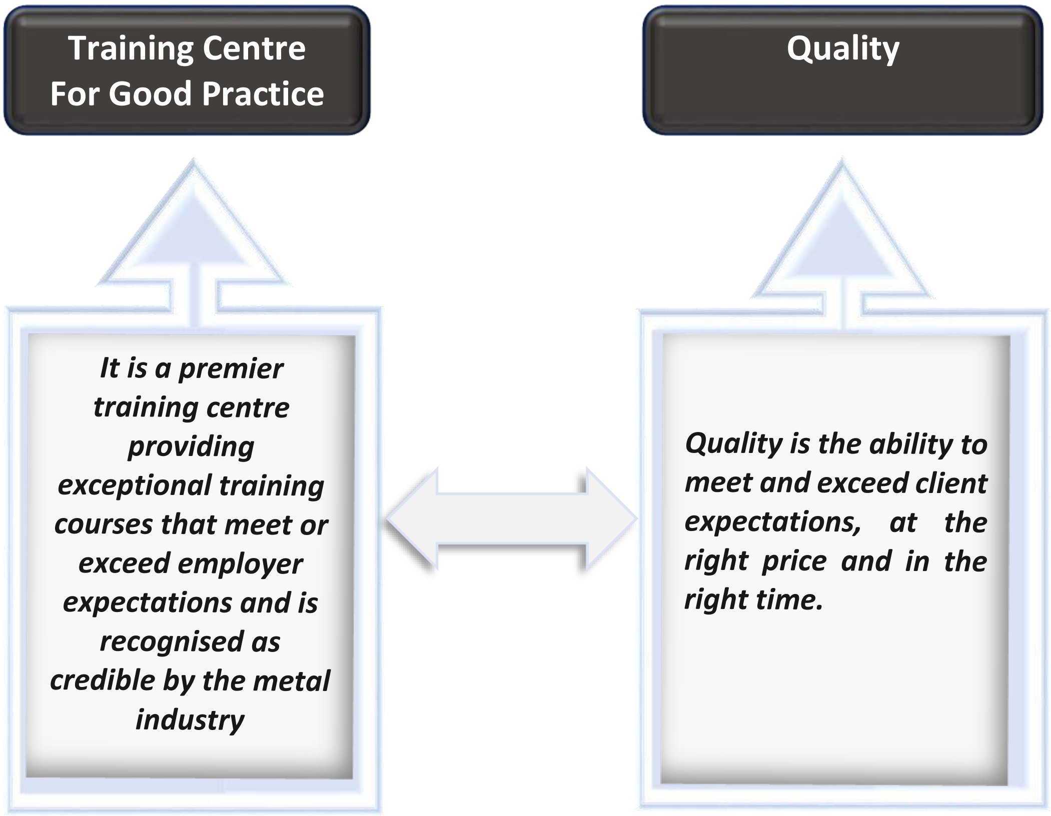
2.2 THIS TOOLKIT IS NOT ABOUT

It is not:

1. An accreditation manual meant to replace what exists.
2. A lengthy academic study meant to be read and stored.
3. It is not a tool for fault-finding and “nit picking”.

3

WHAT IS A TRAINING CENTRE OF GOOD PRACTICE ?



Training Centre For Good Practice

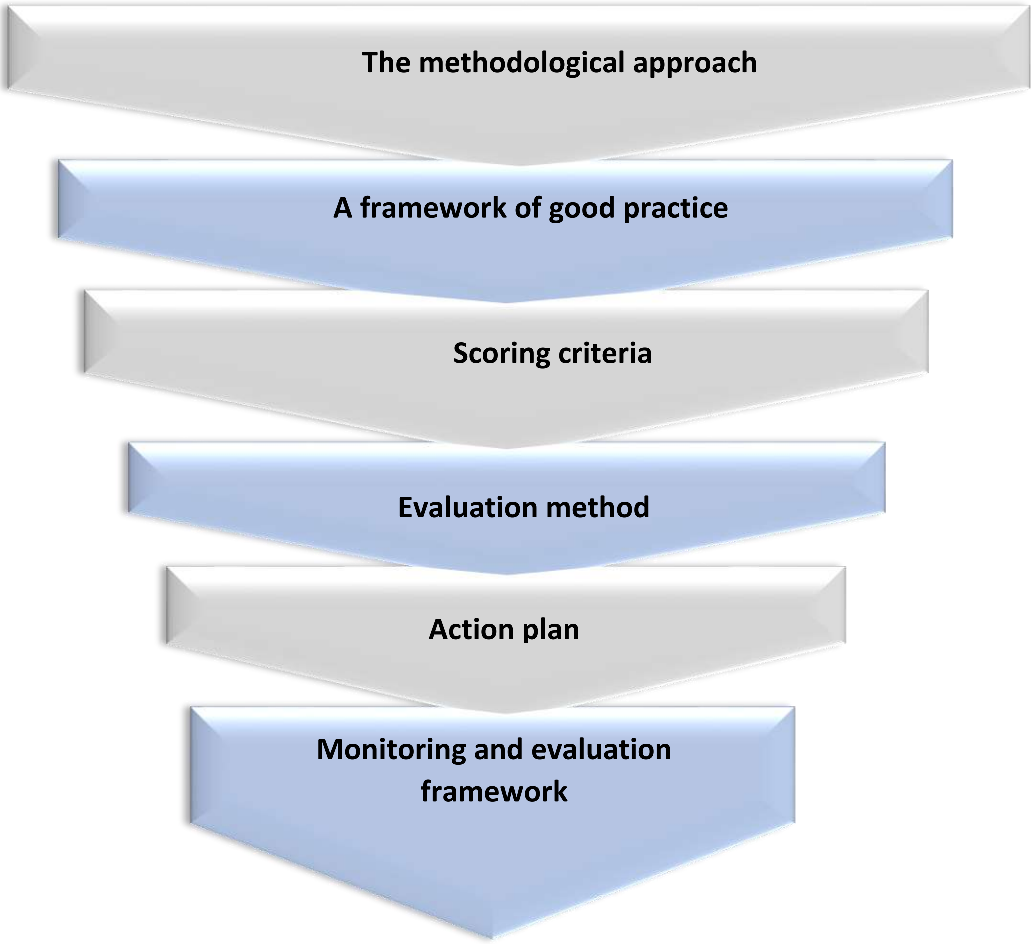
It is a premier training centre providing exceptional training courses that meet or exceed employer expectations and is recognised as credible by the metal industry

Quality

Quality is the ability to meet and exceed client expectations, at the right price and in the right time.

4

WHAT IS THE LAYOUT OF THIS TOOLKIT?



The methodological approach

A framework of good practice

Scoring criteria

Evaluation method

Action plan

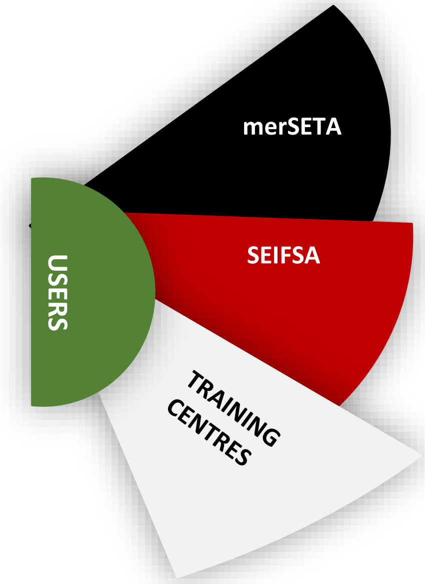
Monitoring and evaluation framework

5

WHAT IS THE METHODOLOGICAL APPROACH TO USING THIS TOOLKIT?

5.1

Users of toolkit



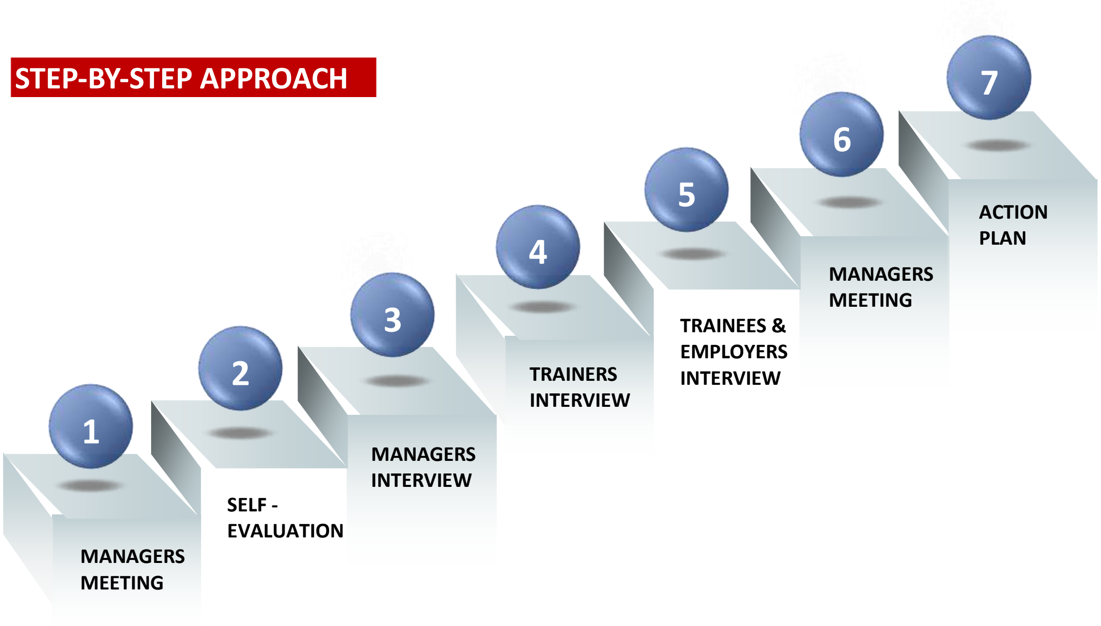
Provide further support for accredited training providers to become Centres of Good Practice and increased incentives.

Grant preferred status to Training Centres of Good Practice with endorsements and awards

Improve their training centres, trainers, courses, financial position and quality of graduate outputs

5.2 Methodological Approach

STEP-BY-STEP APPROACH



1. MEETING WITH CENTRE'S MANAGERS

- A meeting is convened with training centre managers to discuss the objective of becoming a Centre of Good Practice.
- The toolkit is presented and discussed with managers to ensure familiarity with the project.
- Roles and responsibilities of managers are clarified and dates for engagements set.
- An external evaluator should be appointed to conduct the evaluation to give the process independence and objectivity.
- Confidentiality and ethical issues should be discussed to ensure freedom of speech.
- The self-evaluation questionnaire is explained.

2. SELF-EVALUATION EXERCISE

- Centre managers meet and conduct a self-evaluation of the training centre in an honest and open manner **(refer to Annexure A)**.
- The completed questionnaire should reference supporting evidence and documents to test the accuracy of the feedback received through the self-evaluation questionnaire. These should be available on request by the evaluator.
- The completed self-evaluation questionnaire should be given to the evaluator.

3. INTERVIEW MANAGERS

- Individual interviews should be conducted with all managers to discuss the strengths and weaknesses of their departments; institutional threats and opportunities.
- This should be done in a free and open manner.
- An interview schedule is provided to assist the evaluator **(refer to Annexure E)**.
- Additional questions can be asked by the evaluator.
- The findings of the interview should be noted.

4. INTERVIEW TRAINERS

- Individual trainers should be interviewed to obtain their experiences of the Centre.
- If the number of trainers is too large, group interviews should be held.
- This should be done in a free and open manner.
- An interview schedule is provided to assist the evaluator **(refer to Annexure F)**.
- Additional questions can be asked by the evaluator.
- The findings of the interview should be noted.

5. INTERVIEW TRAINEES

- Trainees should be interviewed in groups to obtain their experiences of the Centre.
- This should be done in a free and open manner.
- A sample representative of trainees by programmes, levels, race, gender and disability should be interviewed. Consideration should be given to include trainees from foreign countries.
- Additional questions can be asked by the evaluator.
- An interview schedule is provided to assist the evaluator **(refer to Annexure G)**.
- The findings of the interview should be noted.
- Graduate tracer study questionnaire **(refer to Annexure J)**.

5. INTERVIEW EMPLOYERS

- Employers should be interviewed to obtain their experiences of the Centre.
- This should be done in a free and open manner.
- A random sample representative of employers by regions, programmes and firm size should be interviewed. Consideration should be given to include employers from foreign countries.
- Additional questions can be asked by the evaluator.
- An interview schedule is provided to assist the evaluator **(refer to Annexure H)**.
- The findings of the interview should be noted.

6. SUMMATION MEETING WITH MANAGERS

- Based on the evidence gathered by the evaluator, a report will be developed by the evaluator and finalised in consultation with the Head of the Training Centre.
- The report will provide an assessment of the Centre, as well as commendations and recommendations in the focus areas of the exercise.
- Before finalisation, a draft report will be presented to the Head of the Centre for comment on factual errors, discrepancies and omissions.
- The final report will thereafter be given to the Centre.

7. ACTION PLAN

- The Head of the Training Centre in consultation with managers should develop and implement an Action Plan **(refer to Annexure I)**.

6

WHAT IS THE FRAMEWORK OF GOOD PRACTICE?

6.1

FRAMEWORK OF GOOD PRACTICE

- A Framework of Good Practice is a structure containing a set of good practice focus areas through which one can achieve the status of a training centre of good practice in the metal industry.

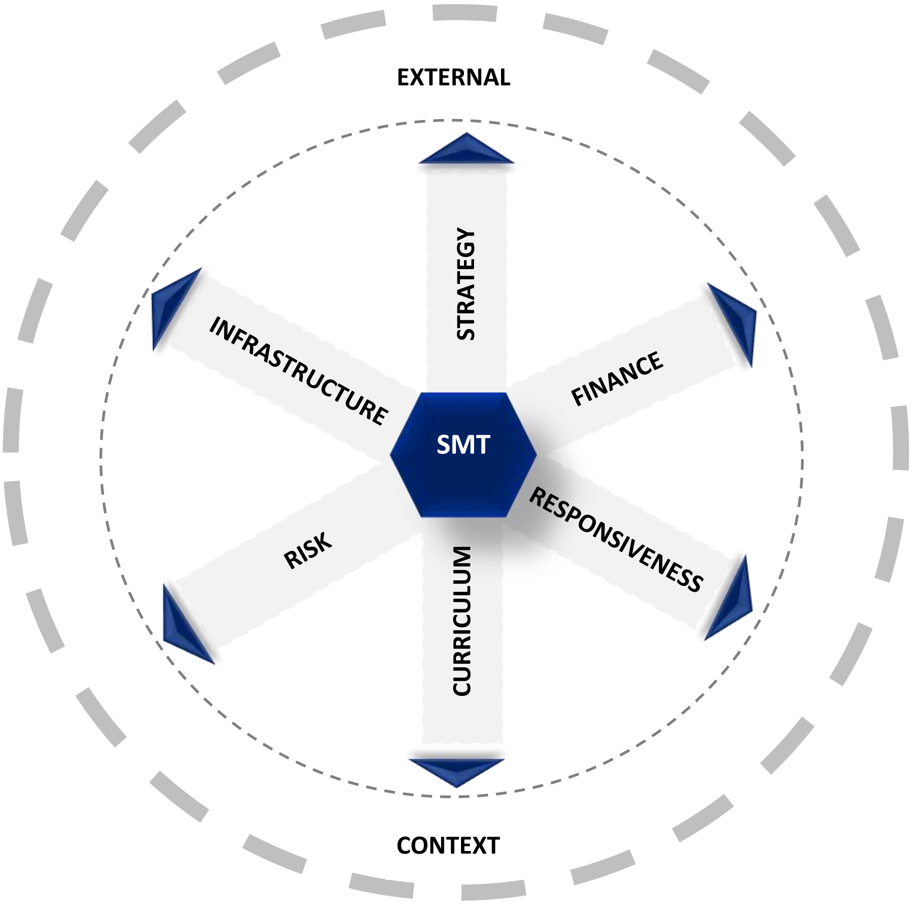
- We have researched a range of good practice focus areas for training centres. We have also considered what focus areas can contribute to the accreditation criteria of merSETA without repeating them.

- The Framework of Good Practice for training centres is below:

FRAMEWORK OF GOOD PRACTICE					
SIX FOCUS AREAS - what are priority areas?					
Strategy	*Finance*	*Responsiveness*	*Curriculum*	*Risk*	*Facilities*
DEFINITION – what does the focus areas mean?					
The plan	*The money*	*Listening/acting*	*Relevance*	*Threats*	*Hardware*
GOOD PRACTICE DESCRIPTORS - what are good practices?					
Strategic direction	*Financial strength*	*Demand-driven*	*Relevant*	*Risk sensitive*	*Up-to-date*

EVIDENCE CRITERIA - what is the evidence?					
Evidence	*Evidence*	*Evidence*	*Evidence*	*Evidence*	*Evidence*
SCORING CRITERIA - what is the scoring criteria?					
Scores	*Scores*	*Scores*	*Scores*	*Scores*	*Scores*
EVALUATION METHODOLOGY – how do you evaluate?					
Method	*Method*	*Method*	*Method*	*Method*	*Method*

- The wheel of good practice:



- The framework is a wheel with a hub containing the Senior Management Team (SMT) who develop and implement strategy and who coordinate interlinked activity spokes.

- The hub and spokes are located within the rim which is the environmental context. The context is taken as a given but the activities or operations are within the control or influence of the senior management team.

- These activities can be assessed for quality and the senior management team can be assessed for their effectiveness in leading and managing the institution. The assessment of the institution’s activities includes:

  - ⇒ Finance (what is the financial strength of the institution?)
  - ⇒ Responsiveness (how responsive is the institution to labour market demand?)
  - ⇒ Curriculum (how relevant is the curriculum?)
  - ⇒ Risk (what are the major risks of the institution?)
  - ⇒ Infrastructure (how adequate is the institution’s infrastructure?)

7

WHAT IS THE SCORING CRITERIA?

7.1

SCORING CRITERIA

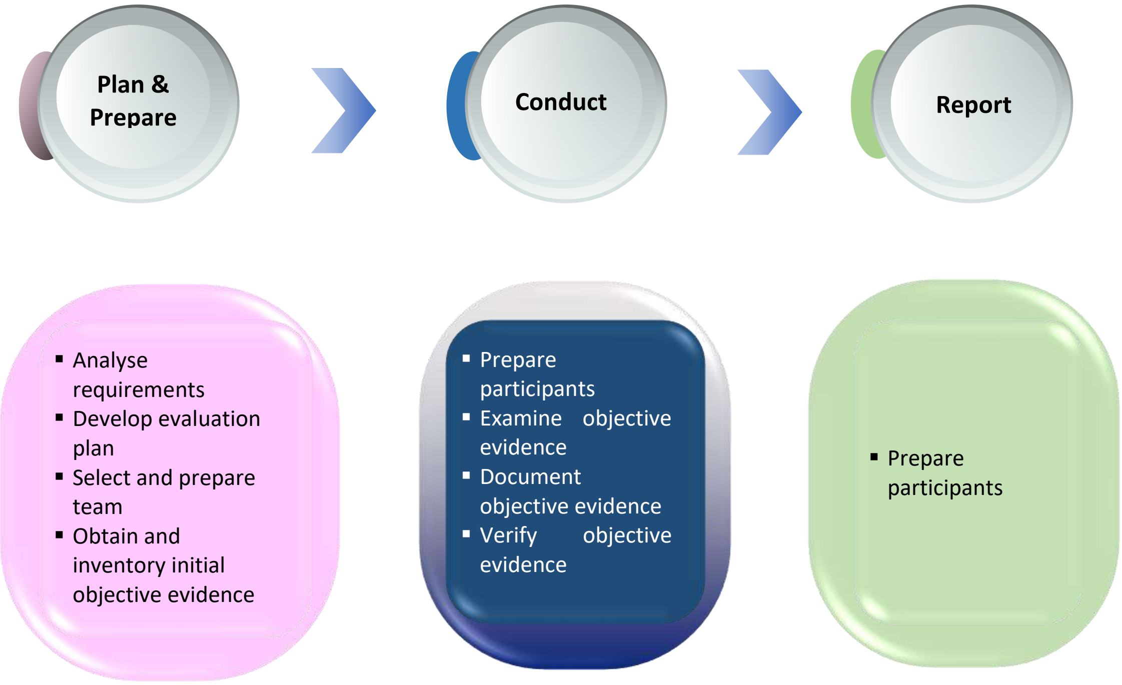
The scoring criteria is shown below:

Score	Results	Definitions
0	No documented evidence as required by the criteria is available to substantiate implementation in this dimension.	**Non-existent** (0%)
1	Some documented evidence is available to substantiate implementation in this dimension. Performance in this dimension is below established requirements for the Centre of Good Practice (CGP).	**Poor** (1% < Some < 25%)
2	Documented evidence required by the criteria is available, but insufficient to substantiate implementation in this dimension. Performance in this dimension is below established requirements for the CGP.	**Fair** 26% < Fair < 50%
3	Documented evidence required by the criteria is available to substantiate implementation in this dimension. Performance in this dimension is equal to established requirements for the CGP.	**Satisfactory** 51% < Many < 75%
4	Documented evidence as required by the criteria are available to substantiate good implementation in this dimension. Performance in this dimension is equal to or better than established requirements for the CGP.	**Good** 76% < Most to All < 100%
5	Documented evidence exceeds what is required by the criteria to substantiate exemplary implementation in this dimension. Performance in this dimension is equal to is better than established requirements for the CGP.	**Exemplary** 100+% < Exceeds

8 WHAT IS THE EVALUATION METHODOLOGY?

8.1 THE EVALUATION METHODOLOGY

The evaluation methodology follows high-level steps of planning, conducting the evaluation, and reporting results. Lower level processes and activities that apply to the evaluation are shown below.



Plan & Prepare

- Analyse requirements
- Develop evaluation plan
- Select and prepare team
- Obtain and inventory initial objective evidence

Conduct

- Prepare participants
- Examine objective evidence
- Document objective evidence
- Verify objective evidence

Report

- Prepare participants

- At least two qualified evaluators must be used for the evaluation process.
- Qualification is expertise in quality assurance and knowledge of the criteria and evaluation methodology.

- The rating approach should focus on achievement and satisfaction of criteria rather than simply “checking” for compliance to criteria.

- For each framework dimension, the evaluation looks for documented evidence of achieving the criteria and rates the achievement by assigning points according to the scoring criteria.

- The evaluators must consider the quality of the documented evidence which:

  ⇒ describes measures of performance used to substantiate claims for accomplishment of each criterion in the dimension.

  ⇒ provides sufficient details and substantive information to convey the performance achieved for each criterion in the dimension.

  ⇒ exhibits clarity by excluding the use of ambiguous language or words with multiple meanings.

8.2 ROLE OF EVALUATORS

The role of the evaluators is the following:

⇒ To engage in a constructive dialogue with the centre.
⇒ To seek additional information as necessary to establish a comprehensive understanding of the centre.
⇒ To confirm and challenge the issues raised in the centre’s Self-Evaluation Report.
⇒ To make an overall assessment of the centre against the criteria.
⇒ To provide recommendations and objectives for future development and quality improvement.

9

WHAT IS THE CODE OF GOOD PRACTICE?

9.1

WHAT ARE THE GOOD PRACTICE DECRIPTORS AND EVIDENCE SOURCES?

FOCUS AREA	**STRATEGY**						
DEFINITION	Strategy refers to the centre's objectives and the deliberate choices that are made to achieve them, such as prioritising certain programmes and target markets or the allocation of resources. It shows the relationship between strategic objective and expected outcomes set by the Board and the actual outputs achieved by the senior management team. It shows the governance and reporting lines by the Board to shareholders and by management to the Board.						
GOOD PRACTICE DESCRIPTORS	1	The centre has a clearly stated vision, mission and strategic objectives that is aligned to it strategy.	**EVIDENCE SOURCES**	1	There is evidence of alignment between the vision, mission and strategic objectives to the strategy.	**SCORE** *(from 0 to 5)*	
	2	The centre has a strategic plan with clear time-frames, resources (human, material and physical) to achieve its strategic goals.		2	There is evidence of a strategic plan with clear time-frames, resources (human, material and physical) to achieve its strategic goals.		
	3	Senior management has allocated responsibilities for implementing, monitoring and reporting on the strategic plan.		3	There is evidence that senior management is implementing, monitoring and reporting on the strategic plan.		
	4	There is regular review of the strategy by the Board.		4	There is evidence that the Board is reviewing the strategy.		
	5	The strategy is communicated to internal stakeholders.		5	There is evidence that internal stakeholders (managers, trainers, support staff) are appraised of the strategy.		
TOTAL SCORE							
(number of job descriptors / total score) = AVERAGE SCORE							

FOCUS AREA	**FINANCIAL PERFORMANCE**						
DEFINITION	Financial performance refers to performance relative to measures of cost, revenue, market gains and profit/loss. Examples include returns on investments, value added.						
GOOD PRACTICE DESCRIPTORS	1	There are adequate financial resources for the development and delivery of training courses.	**EVIDENCE SOURCES**	1	There is evidence of adequate budget allocations to carry out the activities of the centre.	**SCORE** (*from 0 to 5)*	
	2	There is good financial control to mitigate irregular and wasteful expenditure.		2	There is evidence of adherence to financial policies, procedures and processes.		
	3	Financial performance has been measured, analysed, and results are accessible to shareholders.		3	Results of analyses have been and are being used for improvement of the centre.		
	4	The centre is liquid and profitable.		4	There is evidence of liquidity and profitability.		
	5	The centre has a financial plan to increase revenue and profitability.		5	There is evidence of a financial plan to increase revenue and profitability.		
TOTAL SCORE							
(number of job descriptors / total score) = AVERAGE SCORE							

FOCUS AREA	**RESPONSIVENESS**						
DEFINITION	The degree of satisfaction from clients (trainees and employers) of the relevant training courses and knowledge and skills of graduates from the centre.						
GOOD PRACTICE DESCRIPTORS	1	The centre measures employers' satisfaction of graduates and courses regularly.	**EVIDENCE SOURCES**	1	There is evidence that employer satisfaction activities are taking place and the results are used to effect improvements at the centre.	**SCORE** (*from 0 to 5)*	
	2	The centre measures trainees' satisfaction of trainer performance regularly.		2	There is evidence that trainee satisfaction activities are taking place and the results are used to effect improvements to training and trainers.		
	3	The centre measures trainers' satisfaction of the management of the facility regularly.		3	There is evidence that trainer satisfaction activities are taking place and the results are used to effect improvements to management of the centre.		
	4	The centre tracks graduate destinations of unemployed trainees		4	There is evidence that graduates are tracked to determine employment trends.		
	5	The centre assists unemployed graduates with work placements and employment upon graduation.		5	There is evidence that the centre assists unemployed graduates with work placements and employment upon graduation.		
						TOTAL SCORE	
						(number of job descriptors / total score) = AVERAGE SCORE	

FOCUS AREA	**COURSE DEVELOPMENT**						
DEFINITION	Refers to the design, development, management, delivery and review of courses.						
GOOD PRACTICE DESCRIPTORS	1	The centre develops, manages and reviews courses regularly.	**EVIDENCE SOURCES**	1	There is evidence of a system for course review that is implemented.	**SCORE** (*from 0 to 5)*	
	2	Learning outcomes are specified.		2	There is evidence that learning outcomes are specified and communicated in handbooks, course outlines and academic calendars.		
	3	Assessment tasks and criteria are aligned to learning outcomes.		3	There is evidence that assessment is aligned to learning outcomes.		
	4	Employers and industry experts have been consulted in the design and development of courses.		4	There is evidence of employer and industry expert consultation in the design and development of courses.		
	5	Trainers are actively involved in curriculum development.		5	There is evidence of trainer involvement in curriculum development.		
						TOTAL SCORE	
						(number of job descriptors / total score) = AVERAGE SCORE	

FOCUS AREA	**RISK MANAGEMENT** **(Refer to Annexure K)**						
DEFINITION	The identification, analysis, assessment, control, and avoidance, minimization, or elimination of unacceptable risks.						
GOOD PRACTICE DESCRIPTORS	1	The centre conducts a risk assessment.	**EVIDENCE SOURCES**	1	There is evidence that the centre conducts a risk assessment at least every 2 years.	**SCORE** *(from 0 to 5)*	
	2	The centre identifies its major risks.		2	There is evidence of a risk register for documenting the identification, analysis, treatment and ongoing review of risks.		
	3	The centre communicates major risks to Board/Shareholders.		3	There is evidence that risks are communicated to Board/Shareholders.		
	4	The centre develops a risk-based culture.		4	There is evidence that key staff are aware of major risks.		
	5	The centre has eliminated occupational health and safety risks.		5	The centre is compliant with OHS legislation.		
						TOTAL SCORE	
					(number of job descriptors / total score) =	**AVERAGE SCORE**	

FOCUS AREA	**FACILITIES, MACHINERY AND EQUIPMENT**						
DEFINITION	Classrooms, workshops, machinery, equipment and tools that is appropriate for effective training and assessment.						
GOOD PRACTICE DESCRIPTORS	1	The centre has suitable and sufficient venues and workshops for trainees and staff.	**EVIDENCE SOURCES**	1	There is evidence of suitable and sufficient venues and workshops for trainees and staff.	**SCORE** (*from 0 to 5)*	
	2	The centre has suitable and sufficient IT infrastructure for staff and trainees.		2	There is evidence of suitable and sufficient IT infrastructure for staff and trainees.		
	3	The centre has machinery and equipment that is adequate for preparing trainees for the workplace.		3	There is evidence that machinery and equipment that is adequate for preparing trainees for the workplace.		
	4	The centre manages and maintains facilities, machinery and equipment.		4	There is evidence of policies and procedures for management and maintenance of facilities, machinery and equipment.		
	5	The centre invests in new machinery and equipment.		5	There is evidence of investment in upgrading machinery and equipment.		
						TOTAL SCORE	
						(number of job descriptors / total score) = AVERAGE SCORE	

10

ANNEXURES

ANNEXURE A: SELF-EVALUATION QUESTIONNAIRE

INTRODUCTION

The first step is to conduct an objective self-evaluation exercise. The responsibility for conducting the self-evaluation rests with the head of the training centre. The self-evaluation should be conducted with key internal stakeholders – managers, training staff, administration staff and students.

It is essential that the self-evaluation should be an objective, honest and frank assessment of the Centre. This would ensure a firm basis to take the Centre to a new level.

The self-evaluation should not be a fault-finding mission. The purpose is to establish the SWOT (strengths, weaknesses, opportunities, threats) of the Centre to address weaknesses and threats and build on strengths and opportunities.

The questions in the self-evaluation questionnaire should be answered concisely and directly. Where possible evidence should be kept aside for the site visit later. It is advisable to respond with facts and figures, instead of merely providing a subjective narrative.

The Head of the Centre is responsible for completing this questionnaire:

A. CENTRE INFORMATION		
A1	**Centre name**	
A2	**Founding year**	
A3	**Type of legal entity**	
A4	**Training Provider Accreditation details**	
A5	**Centre vision, mission and objectives**	
A6	**Describe the management and governance structure** *(organogram will be helpful)*	
A7	**List the Centre's overall programme portfolio including non-accredited short courses.**	
	Refer to Annexure B – Programme Portfolio	
A8	**Provide details of staffing**	
	Refer to Annexure C - Staffing	
A9	**What are the minimum requirements to hire trainers/instructors?**	
A10	**Provide financial data for the past 5 years and a projection for the next 3 years showing total revenue, expenditure and the surplus (add an explanation if surpluses have been falling significantly in recent years or annual surpluses are negative).** Please provide any additional information that might contribute to the Committee's better understanding of the Institution's financial situation.	
	Refer to Annexure D - Financial Status	
B. STRATEGIC DIRECTION		
B1	**Provide a SWOT of Centre (strengths, weaknesses, opportunities, threats)**	
	Strengths:	*Weaknesses:*
	Opportunities:	*Threats:*
B2	**Give an indication of the Centre's current strategic direction including 3 key strategic objectives and provide measurable milestones for the next 5 years.**	
B3	**How does the Centre differentiate itself from competitors? (distinctiveness)**	
C. RESPONSIVENESS		
CI	**How does the Centre keep its training courses abreast with changes in technology, work processes and new development?**	
C2	**How does the Centre measure responsiveness of its training courses?**	
C3	**How does the Centre determine whether to develop new training courses?**	
C4	**Are there training areas that are not served or underserved or ripe for innovation?**	
C5	**Are there niches to establish competitive positions for the Centre?**	
C6	**Describe the Centre's partnerships with corporates and comment of its success?**	
C7	**In what areas does the Centre require support?**	

C8	**How does the Centre market itself?**
C9	**What does the Centre do with respect to work placements and how successful is it?**
C10	**How does the Centre measure stakeholder feedback?**
	D. CURRICULUM
D1	**How does the Centre design and develop new training courses?**
D2	**How does the Centre improve the quality of existing courses?**
D3	**How does the Centre ensure the quality of assessment are meeting industry standards?**
	E. RISK
E1	**What are the Top 10 major risks of the Centre?**
	F. FACILITIES, MACHINERY AND EQUIPMENT
F1	**What is the general state of facilities, machinery and equipment?**
	G1. GENERAL
G1	**Any other comments that you want to make regarding the Centre?**

ANNEXURE B: PROGRAMME PORTFOLIO

Name of Programme	NQF Level	Duration	Delivery Mode	Number of applicants in 2016	Number of applicants accepted in 2016	Total number enrolled across all years	Number of foreign students	Number of graduates last year	Annual tuition fee per student

ANNEXURE C: STAFFING

NAME	POSITION	EXPERIENCE	QUALIFICATIONS

ANNEXURE D: FINANCIAL STRENGTH

Revenue/Expenditure	2014	2015	2016	2017	2018	2019
Revenue (SEIFSA)						
Revenue (tuition fees)						
Other Revenue						
Total Revenue						
Staff Salaries						
Other Expenditure						
Total Expenditure						
Surplus or Deficit						
Reserves of Institution						

ANNEXURE E: INTERVIEW GUIDE FOR MANAGERS

1. WHAT ARE THE STRENGTHS AND WEAKNESSES OF THE TRAINING CENTRE?

2. WHAT ARE THE NEEDS (PHYSICAL, MATERIAL, HR) OF THE TRAINING CENTRE?

3. HOW CAN THE TRAINING CENTRE IMPROVE ITS RESPONSIVENESS TO EMPLOYERS AND STUDENTS?

4. HOW CAN THE TRAINING CENTRE IMPROVE THE QUALITY OF ITS PROGRAMMES?

5. HOW CAN THE TRAINING CENTRE ENSURE THAT TRAINERS ARE UP-TO-STANDARD?

6. HOW IS THE TRAINING CENTRE KEEPING ABREAST OF NEW TECHNICAL DEVELOPMENTS?

7. HOW CAN THE TRAINING CENTRE MARKET ITSELF BETTER?

8. WHAT ARE THE TOP 3 PRIORITIES OF THE TRAINING CENTRE?

ANNEXURE F: INTERVIEW GUIDE FOR TRAINERS

1. WHAT ARE THE STRENGTHS AND WEAKNESSES OF THE TRAINING CENTRE?
2. WHAT ARE THE NEEDS (PHYSICAL, MATERIAL, HR) OF THE TRAINING CENTRE?
3. HOW CAN THE TRAINING CENTRE IMPROVE ITS RESPONSIVENESS TO EMPLOYERS AND STUDENTS?
4. HOW CAN THE TRAINING CENTRE IMPROVE THE QUALITY OF ITS PROGRAMMES?
5. HOW CAN THE TRAINING CENTRE ENSURE THAT TRAINERS ARE UP-TO-STANDARD?
6. HOW IS THE TRAINING CENTRE KEEPING ABREAST OF NEW TECHNICAL DEVELOPMENTS?
7. HOW CAN THE TRAINING CENTRE MARKET ITSELF BETTER?
8. WHAT ARE THE TOP 3 PRIORITIES OF THE TRAINING CENTRE?
9. WHAT IS THE EMPLOYER DOING TO ASSIST IN YOUR DEVELOPMENT?
10. WHAT ARE YOUR NEEDS AS TRAINERS?

ANNEXURE G: INTERVIEW GUIDE FOR TRAINEES

1. WHAT IS POSITIVE AND NEGATIVE ABOUT THE TRAINING CENTRE?
2. HOW SUPPORTIVE ARE THE TRAINERS?
3. WHAT IMPROVEMENTS ARE NEEDED IN THE TRAINING CENTRE?
4. DOES THE TRAINING CENTRE ASSIST YOU WITH WORK PLACEMENTS AND JOBS?
5. DO YOU HAVE SUFFICIENT MACHINERY AND EQUIPMENT TO DO YOUR PRACTICALS?

ANNEXURE H: INTERVIEW GUIDE FOR EMPLOYERS

1. WHAT IS POSITIVE AND NEGATIVE ABOUT THE TRAINING CENTRE?
2. HOW COMPETENT ARE GRADUATES FROM THE TRAINING CENTRE?
3. WHAT IMPROVEMENTS ARE NEEDED IN THE TRAINING CENTRE?
4. HOW CAN YOU HELP THE TRAINING CENTRE?
5. WHAT NEW PROGRAMMES SHOULD THE TRAINING CENTRE OFFER?

ANNEXURE I: ACTION PLAN

NO	OBJECTIVES/TARGETS	TASKS	OUTCOMES/DELIVERABLES	TIME-FRAMES	RESPONSIBILITY

ANNEXURE J: SAMPLE INSTRUMENT FOR GRADUATE TRACER STUDY

Interviewer Name			**Date**	

Identify apprenticeship/qualification *(insert X)*

Trade/Qualification A	**Trade/Qualification B**	**Trade/Qualification C**

1.	**Graduate Name**	**Gender**		**Race *(insert X)***					**Age**
		M	**F**	**A**	**W**	**C**	**I**	**O**	

2.	Where you employed at the time you were studying for your trade/qualification?			
	Yes (employed) *(insert X)*		**No (Unemployed)** *(insert X)*	

Ask question 3 below, only if the person indicated Unemployed in question 2.

3.	How long did it take you to find your first job after completing your trade/qualification?	
	Duration	

Ask these questions to all interviewees:

4.	Are you currently employed in the industry related to your trade/qualification? (insert X)	**Yes**	**No**

5.	In what industry are you currently employed?	
	Name of Industry	

6. What jobs have you found since completing your trade/qualification in terms of: Job title, industry and years of service?

Job Title		**Industry**		**Years**	
Job Title		**Industry**		**Years**	
Job Title		**Industry**		**Years**	
Job Title		**Industry**		**Years**	
Job Title		**Industry**		**Years**	
Job Title		**Industry**		**Years**	

7.	What difference do you think that the trade/qualification has made to your career and life in terms of: salary, promotion, better job opportunities, further studies, your personal development, etc.
8.	What are your views on the trade/qualification? How can it be improved?
9.	Please make any other comments regarding your SEIFSA learning experiences?

ANNEXURE K: HOW TO CONDUCT A RISK ASSESSMENT?

Introduction

There are four stages involved in preparing a risk assessment for a project, organisation or set of operating processes**.**

These are:

- risk identification: identifying the main risks;
- risk assessment: assessing the likelihood of each risk occurring and the consequences for the organisation;
- risk mitigation: identifying the most appropriate actions to reduce or eliminate the risk; and
- contingency assessment: identifying the contingencies that need to be put in place following the risk assessment.

Risk management is an ongoing process and should be fully integrated into project management and review processes.

Risk identification

The first step in completing a risk assessment is to identify the risks associated with the management and operational processes for the organisation or project. An effective way to do this is to hold a brainstorming session. The aim should be to identify risks, without going on to debate or assess them at this stage.

Each area may have several risks associated with it. The funding area, for example, may contain risks involving loss of core funding, loss of a significant grant or contract, or overdue payments.

Once you have identified all the risks for your organisation or project, you can review the list to remove any overlaps and to make sure it covers all the important risk areas.

Risk assessment

Risk assessment involves rating each risk against two dimensions: probability and impact.

Probability: The ‘probability’ aspect of risk assessment involves deciding how likely it is that the risk will occur. Each risk should fall into one of three categories:

- high probability: the risk might occur once everyone to two years.

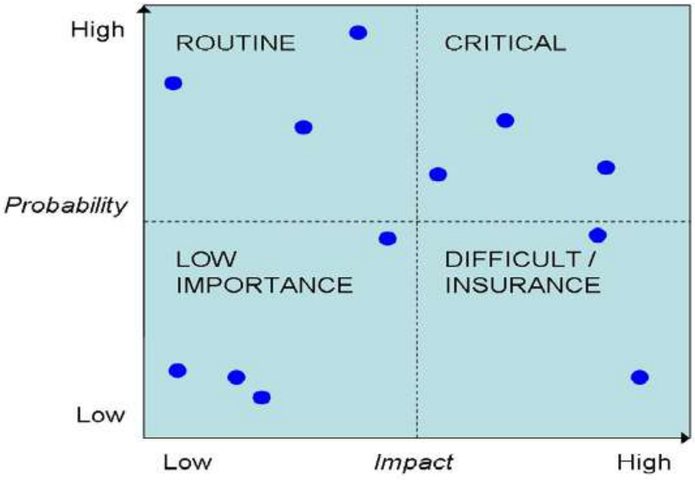
- medium probability: the risk might occur once every three to five years.
- low probability: the risk might occur less frequently than once in five years.

Impact: The 'impact' aspect of risk assessment involves considering what the potential impact of the risk would be on the organisation, client or project.

Each risk should fall into one of three categories:

- *high impact:* the organisation might be forced to terminate activities because of a catastrophic failure or occurrence defined by the risk
- *medium impact:* the organisation would continue but the risk will have significantly affected its performance, timescales or costs
- *minimal impact:* the impact would be small and easily managed at a relatively routine level within the organisation.

Risk classifications: Once you have decided the probability and impact of each risk, you can plot them on a risk classification chart like the one below.



The four quadrants on the chart define distinct categories of risk which require different management approaches. These are described below.

Critical risks:

- major risks with high probability and high impact.
- require explicit management to keep them under control.
- example: late payment of a grant that causes the organisation to become insolvent.

Difficult/insurance risks:

- risks which are unlikely to occur but which would have severe consequences if they did occur.
- difficult to manage.
- example: a catastrophic power failure in the organisation's operational headquarters, causing all computers and systems to fail.

Routine risks:

- commonly occurring risks which have only a minor impact on the organisation.
- as they occur frequently, action to mitigate the risk should be built into a routine

Process risks:

- example: minor human errors in delivery processes or procedures.

Low importance risks:

- risks which have both low likelihood and minimal impact.
- responsibility for these risks might be delegated to lower levels in the organisation.
- these risks may be monitored to see if they develop into more important risks.

Risk mitigation

The next step is to decide how to manage the higher importance risks. In some cases, the only action might be to monitor the risk and see if it becomes more significant.

Risk mitigation actions might include:

- define actions which would eliminate the risk or reduce it to an acceptable level. For example, in the event of a late grant or contract payment, the organisation could seek to generate or borrow a contingency fund of one to three months' revenue.
- insure against unlikely but high impact risks. For example, to mitigate against a power failure, the organisation could pay for a back-up computer server housed offsite, with systems and processes automatically transferred to the back-up server.
- redefine or redesign the activity generating the risk to be lower risk. For example, to reduce routine human errors, manual activities could be transferred to computer-based processes with operator prompts and support.

- monitor the risk to see if it develops into a higher category risk. For example, monitoring the reliability of key office equipment to ensure that items can be replaced cost-effectively and in appropriate time.

Once you have defined the actions for each risk, you will need to estimate the resources, workload and costs for each action. You can then assess the resources and costs against the risks to decide whether they are sensible and in proportion. It is very easy to generate a large list of actions which require a significant amount of budget and resources. It is often necessary to review and revise the list to achieve an appropriate set of risk mitigation actions.

Risk mitigation actions should be reviewed regularly, as risks and the appropriate responses can change over time. The risks for projects and mature operational processes should reduce substantially over time as understanding and experience grow. For projects close to completion, the total risk should fall to almost zero.

Contingency assessment

The last stage in the risk assessment process is to decide what contingencies should be put in place to assure management that projects and operational performance are secure.

Risk assessment matrix

A risk assessment matrix collates information on risks, probabilities, impacts and mitigating actions. The example below shows some of the risks that might apply to a medium to large-sized local voluntary organisation delivering funded services.

Risk area	Risk description	Probability	Impact	Mitigating actions	Responsibility
Funding	Loss of accreditation	Low	High	• ensure all requirements with QA regulator are addressed •	Head of training centre

STRATEGY	
1	The centre has a clearly stated vision, mission and strategic objectives that is aligned to it strategy.
2	The centre has a strategic plan with clear time-frames, resources (human, material and physical) to achieve its strategic goals.
3	Senior management has allocated responsibilities for implementing, monitoring and reporting on the strategic plan.
4	There is regular review of the strategy by the Board.
5	The strategy is communicated to internal stakeholders.
6	There is evidence of alignment between the vision, mission and strategic objectives to the strategy.
7	There is evidence of a strategic plan with clear time-frames, resources (human, material and physical) to achieve its strategic goals.
8	There is evidence that senior management is implementing, monitoring and reporting on the strategic plan.
9	There is evidence that the Board is reviewing the strategy.
10	There is evidence that internal stakeholders (managers, trainers, support staff) are appraised of the strategy.

ANNEXURE L: CODE OF GOOD PRACTICE FOR TRAINING CENTRES

FINANCIAL PERFORMANCE	
1	There are adequate financial resources for the development and delivery of training courses.
2	There is good financial control to mitigate irregular and wasteful expenditure.
3	Financial performance has been measured, analysed, and results are accessible to shareholders.
4	The centre is liquid and profitable.
5	The centre has a financial plan to increase revenue and profitability.
6	There is evidence that employer satisfaction activities are taking place and the results are used to effect improvements at the centre.
7	There is evidence that trainee satisfaction activities are taking place and the results are used to effect improvements to training and trainers.
8	There is evidence that trainer satisfaction activities are taking place and the results are used to effect improvements to management of the centre.
9	There is evidence that graduates are tracked to determine employment trends.
10	There is evidence that the centre assists unemployed graduates with work placements and employment upon graduation.

COURSE DEVELOPMENT	
1	The centre develop, manages and review courses regularly.
2	Learning outcomes are specified.
3	Assessment tasks and criteria are aligned to learning outcomes.
4	Employers and industry experts have been consulted in the design and development of courses.
5	Trainers are actively involved in curriculum development.
6	There is evidence of a system for course review that is implemented.
7	There is evidence that learning outcomes are specified and communicated in handbooks, course outlines and academic calendars.
8	There is evidence that assessment is aligned to learning outcomes.
9	There is evidence of employer and industry expert consultation in the design and development of courses.
10	There is evidence of trainer involvement in curriculum development.

RISK MANAGEMENT	
1	The centre conducts a risk assessment.
2	The centre identifies its major risks.
3	The centre communicates major risks to Board/Shareholders.
4	The centre develops a risk-based culture.
5	The centre has eliminated occupational health and safety risks.
6	There is evidence that the centre conducts a risk assessment at least every 2 years.
7	There is evidence that of a risk register for documenting the identification, analysis, treatment and ongoing review of risks.
8	There is evidence that risks are communicated to Board/Shareholders.
9	There is evidence that key staff are aware of major risks.
10	The centre is compliant with OHS legislation.

FACILITIES, MACHINERY AND EQUIPMENT	
1	The centre has suitable and sufficient venues and workshops for trainees and staff.
2	The centre has suitable and sufficient IT infrastructure for staff and trainees.
3	The centre has machinery and equipment that is adequate for preparing trainees for the workplace.
4	The centre manages and maintains facilities, machinery and equipment.
5	The centre invests in new machinery and equipment.
6	There is evidence of suitable and sufficient venues and workshops for trainees and staff.
7	There is evidence of suitable and sufficient IT infrastructure for staff and trainees.
8	There is evidence that machinery and equipment that is adequate for preparing trainees for the workplace.
9	There is evidence of policies and procedures for management and maintenance of facilities, machinery and equipment.
10	There is evidence of investment in upgrading machinery and equipment.