

Learner Support Policy

a. Purpose

The purpose of this policy is to describe the approach and activities needed to evaluate learning before, during and after the learning has taken place.

b. Scope

To ensure learning programmes are successful, one must ensure that the right Participants (selection) receive the right Knowledge, attitudes and skills, taught by means of the right methods, media and practitioner (process) at the right time (need to know) and place (location) so as to meet or exceed the organization's expectations (learning objectives and performance outcomes).

c. References

SAQA Criteria and Guidelines for providers

d. Definitions

None

e. Policy: Learner Support

Step 1: Evaluation before the learning intervention (pre-learning Support)

- Determine what learners bring to the course (Entering Behaviors – EB) and what they must leave with to perform effectively (Terminal Behaviors – TB)
 - What do our learners want to know and expect to get from the learning?
 - What do our learners need to know and must get from the learning?
 - What competencies are required of learning of learners? What prerequisite EB?
 - What workplace factors will help or hinder the desired performance?
 - What outcome (TB) are expected? Realistic? Desirable?
 - What is the nature and size of the gap between EB and TB?
 - What resources exist (people, equipment, supplied) to facilitate learning?
 - What are costs of learning relative to the estimated benefits?



- The answers to these and other similar questions will lead to discuss on how to make or buy the learning programme that will be most successful in closing the ED-TB gap. We also may be able to make actions to improve the workplace and make it more supportive of the desired TB, since many kinds of performance problems cannot be corrected by learning.

Steps 2: Evaluation during the learning intervention (During-Learning support)

- Evaluation during learning will allow one to take appropriate action when necessary and not wait until the learning programme is over and it's too later for action.

Issues to be raised:

- Are your participants comfortable? Assess seating, lighting, temperature, ventilation, breaks, pacing, mixture of theory and practice (acquisition and application, or hand-on learning).
- Are your participants learning? Use criterion tests and short quizzes to evaluate their acquisition, and practice exercises to assess their soft skills (role play, simulation) and their technical skills (at a PC or on the equipment).
- Is your content relevant? Can your participants relate the new content to their own needs? Can they provide examples of its practical application in their jobs? Are they active or passive throughout their course?
- Is the learning enjoyable? Learning is much more effective and transfer of learning from workshop to workplace is more complete when your learners enjoy the experience and contribute to its success with good participation.

Step 3: Evaluation after learning intervention (Post-learning support)

- There are two types of evaluations that could be done:
 - One directly after the learning ('smile sheet') evaluating learners' reaction to the course and
 - An evaluation of performance in the workplace and return on investment.

Here are some questions we might want to answer as we collect data during our evaluation of performance of our graduates at work:

- To what degree are our learners meeting the desired TB?
- What factors are helping or hindering their performance?
- What can be done to strengthen the reinforcements and reduce the constraints?
- What aspects of our learning proved to be most and least relevant?
- What changes in performance can be seen from pre-learning and post-learning?

Board of Directors

KMr Bila S (Chairperson), Mrs Baloyi RM (Deputy Chairperson), Mr Hlungwani TS (Secretary) Mr Maluleke KP (Deputy Secretary, Mr Chauke KD (Treasurer) Ms Baloyi TQ Managing Director



CHECKLIST

Question	Yes	No	Comment
Has the learner read and understand the terms and conditions of the enrolment process?			
Has the learner signed the terms and conditions of the enrolment as proof that have read and understood them?			

Signed at: _____ **on this** _____ **day of** _____ **2025**

**Management signature
signature**

Board of Directors' representative

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