



LGSETA
CREATING LOCAL GOVERNMENT LEADERS

LGSETA E-Learning Guidelines

LOCAL GOVERNMENT SECTOR EDUCATION AND TRAINING AUTHORITY

E-LEARNING GUIDELINES



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1. Glossary of Abbreviations and Definitions

1.1 Abbreviations

Abbreviation	Description
CEO	Chief Executive Officer
LGSETA	Local Government Sector Education Authority
NQF	National Qualifications Framework
LMS	Learner Management System
QCTO	Quality Council of Trades and Occupations
SDA	Skills Development Act
SDP	Skills Development Provider
OQSF	Occupational Qualifications Sub-Framework
DHET	Department of Higher Education and
RPL	Recognition of Prior Learning
POE	Portfolio of Evidence

1.2 Definitions

Term	Definition
Accreditation	The certification, usually for a particular period of time, of a person or body or an institution as having the capacity to fulfil a particular function in the quality assurance system as set up by the SAQA and the LGSETA.
Assessment	The process of collecting evidence of learner's work to measure and make judgements about the competence or non-competence of specified National Qualifications Framework (NQF) occupational standards or qualifications and part qualifications.
E-Assessment	Any type of assessment that involves an electronic component and incorporates one or more of e-testing, e-portfolios and e-marking.
E-Learning	Various forms of electronic learning where technology is used to deliver part, or all of a course whether it is within a school or in a distance learning environment.
Verification	The process managed by the relevant AQP for externally checking moderation processes and confirming or overturning moderation findings.
Moderation	The process managed by the AQP which ensures that the assessment of the learning outcomes described in the NQF occupational standards, qualifications and part qualifications is fair, valid, reliable and unbiased.



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Term	Definition
Occupational Qualification	A qualification associated with a trade, occupation or profession, resulting from work-based learning, developed and quality assured under the auspices of the LGSETA and consisting of the knowledge, practical skills and work experience standards and requires a final Integrated Summative Assessment.
Learner Management System (LMS)	LGSETA's Learner Management System available to all providers in order to ensure standardised uploads of learner information and required quality assurance evidence, to assist the LGSETA with on-line monitoring.
Appeal	Is a process whereby a dissatisfied individual or organisation refers a matter to a person or higher authority for a decision review.
Skills development provider	A body which delivers learning programmes which culminates in specified NQF standards or qualifications and manages the assessment thereof.



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LGSETA E-Learning Guidelines

2. Purpose

This document provides generic guidelines on good practice in using educational technologies for teaching and learning purposes. The guidelines are useful to Skills Development Providers accredited or seeking accreditation with LGSETA that ensures training capacity in local government sector.

The LGSETA is mandated by the QCTO to ensure the setting of standards for teaching and learning that takes place for all qualifications on the QQSF includes the setting of standards for E-Learning.

The e-learning guidelines defined herein will be used for accrediting qualifications and SDPs offering learning programmes falling within the LGSETA scope of qualifications. The guidelines merely define minimum requirements that qualifications offered via e-learning should meet; Skills Development Providers are encouraged to go beyond the minimum standards and maximise learning benefits for their learners.

3. Legislative and Regulatory Framework

This guideline is informed by the following legislative documents and policies:

- 3.1 National Qualifications Framework Act, 67 of 2008 (NQF);
- 3.2 Skills Development Act, 97 of 1998) (SDA);
- 3.3 Section 29(3) of the Constitution of the Republic of South Africa, Act 108 of 1996;
- 3.4 LGSETA quality standards for qualifications and unit standards registered on the NQF.
- 3.5 Education and Training Quality Assurance Bodies Regulations No. R1127 of 1998.
- 3.6 DHET 2012. Draft policy framework for the provision of distance learning
- 3.7 QCTO guidelines for the standards of eLearning for Registered Qualifications on the QQSF
- 3.8 Protection of Personal Information Act (Act No. 67 of 2008)
- 3.9 Intellectual Property Act (Act No. 38 of 1997)



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LGSETA E-Learning Guidelines

4. Guidelines for E-Learning and Blended Learning

4.1 The LGSETA accredited Skills Development Providers (SDPs) may apply to the ETQA to implement either blended learning or E-learning programs

4.2 The application form be available on the LGSETA website

4.3 SDPs implementing classroom based learning must adhere strictly to the COVID 19 guidelines and procedures, so as to ensure the safety of both learners and ETD practitioners

4.4 The SDPs must complete the form and submit all the required documents to the ETQA for approval

4.5 The turnaround time for the approval of E-learning will be 10 working days

4.6 The Quality Assures will be responsible for the evaluation of E-learning or blended learning applications from SDPs and the ETQA Manager will be responsible for approval of the application.

4.7 The SDP must develop a guideline for programme design, delivery and approval, in line with LGSETA requirements.

4.8 The programs must be developed to meet the needs of stakeholders, and to encourage access to quality education, to fair, valid and reliable assessments.

4.9 The E-learning methodology used must enhance the learning experience and not in any way disadvantage learners. The E-learning methods must be sensitive to learner's demographics and geographic location including rural based learners

4.10 Applicant provider who purchase E-learning solutions or programmes will be required to provide proof of such a purchase or a signed Service Level Agreement. LGSETA encourages institutional partnerships and collaborative relations in instances where SDPs do not have the infrastructure and experience to transition to E-learning. Wherever possible SDPs share resources and expertise.

4.11 No summative assessments will be conducted using E-learning. QCTO is of the view that E-learning is not amenable to summative assessments. Only formative assessments will be done through E-learning.



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LGSETA E-Learning Guidelines

4.12 Assessments will only be conducted by LGSETA registered assessors. Assessors must undergo appropriate training on the E-learning system. Assessor must be given ample opportunities to practice the E-learning system before conducting live assessment on learners

4.13 Learners must be given access to the system and must be trained on the E-learning technology and assessment methodology prior to being assessed.

4.14 All assessment must comply with LGSETA assessment policies and procedures. The E-learning tools must encompass all the components of assessment, namely, planning for assessment, preparing for assessments, conducting assessment, evaluation and reporting on assessments.

4.15 All learner POEs must be kept, encompassing of the required evidence, either through an electronic or paper based medium.

4.16 Moderation will be done by LGSETA registered moderators. Moderations will be done in line with LGSETA Verification policy.

4.17 The moderator must have access rights to view all learner assessment records, including learner POEs and assessor reports.

4.18 Moderators must be trained on the use of the E-learning system.

4.19 Moderator must evaluate and make a determination whether the learning material and assessment instruments are fit for purpose and for E-learning in particular.

4.20 The E-learning program must cater for all the aspects of moderation, amongst others, planning and preparing for moderation, conducting moderation and reporting.

4.21 Verification of learner achievements will be done off-site and electronically.

4.22 The learners must be inducted in the use of E-learning program using video conferencing, webinars, videos etc. to ensure that mastery of the E-learning program

4.23 Learners must be supported by provision of a wide range opportunities of tutoring at a distance using various forms of technology. Contact tutoring, e-tutoring, assignment tutoring, mentoring, counselling and stimulation of peer support structures must be employed to facilitate learners' holistic progression.

4.24 Learner and assessment guides must be accessible on the SDPs E-learning platform



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LGSETA E-Learning Guidelines

4.25 SDPs must report on learner attendance on the E-learning classes

4.27 The E-learning program cannot override the practical and workplace learning. The E-learning can be used to upload the evidence gathered during practical and workplace learning for purposes of moderation and verification.

4.28 Strict adherences to COVID 19 regulations is advised when learners are doing practical or work-based learning

4.29 Mentors and workplace supervisors must be granted access to the system in order to comment or input into the learners POE or work-based assessment

4.30 Mentors must be trained in the use of E-learning programmes.

