

An Accreditation Programme for a South African Wine Education Institute

Dr Winifred E Bowman

April 2007: Assignment submitted in partial requirement for the CWM diploma

CONTENTS **PAGE**

• Acknowledgements	iv
• List of figures	v
• List of tables	v
• Terminology, abbreviations and acronyms	v
• Abstract	vii
1. Introduction	1
2. Research Methodology	2
2.1. Problem statement	2
2.2. Research question	2
2.3. Goal of the research	2
2.4. Research approach	3
2.4.1. Exploratory	3
2.4.2. Descriptive	3
2.5. Population and sample	5
2.6. Validity	5
2.7. Reliability	5
2.8. Data gathering and analysis	6
2.8.1. Data gathering instrument	6
3. Literature research. Overview of wine, accreditation and education	8
3.1. History of South African wine development	8
3.2. Overview of accreditation, SAQA and NQF	11
3.2.1. Standard setting	21
3.2.1.1. Concepts in standard setting	24
3.2.1.2. Guiding principles for NSBs and SGBs in standard setting	25
3.2.1.3. Generation of standards – Stages in the process	25
3.2.1.4. Generating registered standards: NSBs and SGBs	28
3.2.1.4.i. Performance requirements of NSBs and their SGBs	28
3.3. The practice of education	31
3.3.1. Education	31

3.3.2. Curriculum development	33
3.3.3. Outcomes-based education	35
3.3.3.1. Definitions of outcomes and Outcomes-based education	35
3.3.3.2. The roots of OBE	36
3.3.3.3. OBE philosophy	38
3.3.3.4. Principles of OBE	39
3.3.3.5. The purpose of OBE	40
3.3.3.6. The assessment of OBE learning	41
4. Results and discussion	43
4.1. General principles for accreditation	44
4.1.1. Establishment of an internal QI programme	44
4.1.2. Validated and reliable standards	45
4.1.3. Accreditation, standard setting and QI	45
4.2. Standards for specific countries	45
4.2.1. South Africa	46
4.2.2. United Kingdom	46
4.2.3. Australia	47
4.2.4. United States of America	47
5. Conclusions	48
6. Recommendations	50
6.1. Organisational Management	51
6.2. Quality management Systems	51
6.3. Administrative Systems Evaluation	53
6.4. Physical Resources Evaluation	53
6.5. EDT Staff	53
7. Summary	54
8. References	55

APPENDIX: CWA Quality Management Systems

ACKNOWLEDGEMENTS

The author wishes to acknowledge the following persons for their contribution to this research:

Dr Thelma van der Merwe, my friend and mentor, for her continuous assistance, support, knowledge and wonderful sense of humour.

My parents, Jan and Sally Botha, for their love and support, for encouraging a positive outlook and the philosophy of lifelong learning.

John Bowman for his constant encouragement and unfailing support during this learning experience.

My family and friends for their support and encouragement.

David Maurice Bowman – my inspiration, passion and treasure.

The global wine industry for providing such a wonderful and pleasurable subject of learning.

LIST OF FIGURES	PAGE
1. Steps and requirements for an accreditation process	1

LIST OF TABLES	PAGE
1. Characteristics of qualitative research	4
2. Summary of country-specific internet data collected	7
3. Steps for effective transformation of education and training in South Africa	17
4. Critical cross-filed outcomes	17
5. The structure of the NQF	19
6. NQF: 12 Organising fields of learning	20
7. Criteria for standards	23
8. Steps in standard setting	24
9. Concepts for standard setting	25
10. Educator's roles and specific activities	32
11. Curriculum planning: interrelated steps and design components with specific actions	34
12. Content-based learning versus outcomes-based learning	39
13. Outcomes-based principles – explanation and application to Practice	40
14. Characteristics of learning systems: content-based versus outcomes-based	42
15. WSET structure, process and outcome standards	47

Terminology, abbreviations and acronyms

The terminology is described to avoid and eliminate misinterpretation and is used in specific context.

- Evaluation:**
1. To find out or state the value of, to assess (Hawkins, Weston & Swannell, 1992).
 2. Form an idea of the amount, number, or value of; assess (Pearsall, 1998).
 3. Determining how well a programme or policy is working or reaching its goals and objectives (Neumann, 2000).

Accredit: 1. Officially recognised, certified as being of a prescribed quality (Hawkins et al., 1992).

2. Official, approved, authentic, authorised, certified, legitimate, licensed, trustworthy (Spooner, 1991).

3. Give authority or sanction to someone when recognized standards have been met (Pearsall, 1998).

Validate: 1. Demonstrate or support the truth or value of; actually supporting the intended point or claim; acceptable as cogent; check or prove the validity or accuracy of something (Pearsall, 1998).

2. A term meaning truth that can be applied that can be applied to the logical tightness of experimental design, the ability to generalise findings outside a study, the quality of measurement, and the proper use of procedures (Neumann, 2000).

System of Quality Improvement: The process of value clarification, standard formulation, implementation and evaluation, remediation and re-evaluation.

Quality: A degree of excellence, a distinctive attribute or characteristic possessed by someone or something (Pearsall, 1998: 1515).

Providers

‘Provider’ means a body that delivers learning programmes focused on the achievement of specified NQF qualifications and standards. A provider also manages the assessment of learning achievements.

CWA: Cape Wine Academy

OBE: Outcomes-based Education

QI: Quality Improvement

WOSA: Wines of South Africa

FEDHASA: Federated Hospitality Association of South Africa

WSET: Wine and Spirit Education Trust

QCA: Quality and Curriculum Assessment Authority

SAQA: South African Qualifications Authority

NQF: National Qualifications Framework

NSB: National Standards Board

SGB: Standards Generating Board

ETQA: Education and Training Quality Assurance Body

SETA: Section Education and Training Authority

UK: United Kingdom:

USA: United States of America

ABSTRACT

The goal of the research was to identify national standards to be included in a wine education institute accreditation programme. In this research an exploratory and descriptive approach, with a qualitative orientation was adopted. The conceptual framework was used to identify national and international standards in wine and education. This identification process was conducted via a literature search on current accreditation (which included quality improvement and standards) and education trends, an internet search on the following countries: South Africa, United Kingdom, USA and Australia, as well as personal communications. The data collection, analysis and interpretation were conducted simultaneously. Strategies of reasoning implemented in the process were analysis, deduction and synthesis to support the goal of the research.

Accreditation was identified as a process of setting national standards and measuring the compliance thereof. The definition of accreditation according to the ETQA regulations, is as follows: "The certification, usually for a particular period or time, of a person, body or institution as having the capacity to fulfil a particular function in the quality assurance system setup according to SAQA in terms of the Act."

The following general principles for an accreditation programme were identified:

- Establishment of an internal quality improvement programme
- Validated and reliable standards
- Standard setting and quality improvement
- Standards for specific countries

Recommendations for an accreditation programme for a South African wine institute are described according to identified standards for education, quality improvement, the standards generating board and standard formulation.

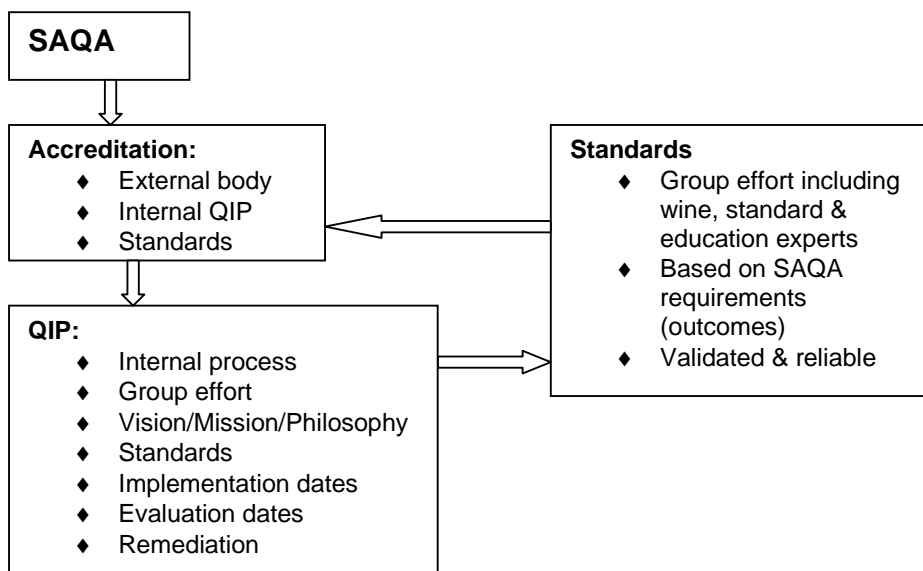
It was concluded that an accredited wine education institute is of utmost importance to the wine industry of South Africa as it will provide quality, validated and international recognized education and training to workers in the wine and wine tourism service industry. This is especially important in view of the vast growth of national and international wine tourism to our shores.

1. INTRODUCTION

In order to comply with continuing demands for improved quality in education, it is imperative that an accreditation process for quality improvement in educational institutions be implemented. The education structure, method, delivery and outcome should be continuously monitored and updated in accordance with government changes and demands, the changing education environment and expectations from industry, students, and funders in the education sector.

An accreditation programme is a method of functioning according to validated standards set by a group of national experts according to the requirements from the government. All accredited curricula in educational institutions in South Africa, irrespective of the profession or industry involved, must be in line with the department of education guidelines. The curricula should take the form of authentic, formal, written programmes within the parameters set by the governmental accreditation agency, South African Qualifications Authority (SAQA). **The basic principles and requirements of accreditation apply to all the employment sectors and providers of services, e.g. manufacturing, agriculture, health, business, banking and including all educational institutions.** Figure 1. depicts the accreditation process.

Figure 1. Steps and requirements for an Accreditation Process



At present only the Vineyard Academy is accredited by the government accreditation organisation SAQA and is registered with the AgriSeta. The Vineyard Academy offers training courses for vineyard workers in the technical aspects in viticulture, as well as Life Skills. SAQA

was established to address the changes in education, as already demanded by the government in the early 1990's.

2. RESEARCH METHODOLOGY

2.1. Problem Statement

SAQA was established to address the need for accreditation of educational activities to utilize knowledge and skills from one programme to another. In this way the repetition of the same educational activities are divided so duplication or repetition does not take place in educational programmes. The recognition of prior learning is facilitated as a result of this system. The National Qualifications Framework (NQF) has set clear standards for all types of learning and has established quality management systems to ensure that the set standards are implemented (Philips, 1997). The foundation for learning set up by SAQA and the NQF has been designed to allow scholars/trainees/students to earn credits towards national qualifications. In order to align themselves to current national education norms, it is imperative for wine education institutes to join SAQA and structured programme standards and company management in order to conform with the SAQA and NQF requirements and allow students to earn nationally recognised qualifications. In addition, with the globalisation of the workforce, it is important that qualifications are transferable internationally. With accreditation of wine education institutions, this problem will be addressed.

2.2 Research Question

What should be contained in an accreditation programme for a wine education institute in South Africa?

2.3. Goal of the research

The goal of the research was to identify national standards to be included in an accreditation programme for a wine education institute.

2.4. Research Approach

In this research an exploratory and descriptive approach, with a qualitative orientation was adopted.

2.4.1. Exploratory

Mouton and Marais (1990: 45) and Uys and Basson (1996: 25) state the goal of exploratory research as the exploration of a relatively unknown field of study. The aims of exploratory studies are diverse, namely:

- ◆ to gain new insight into the phenomenon;
- ◆ as a pre-investigation for a more structured investigation of the phenomenon;
- ◆ to construct and define central concepts; and
- ◆ to develop new hypotheses regarding an existing phenomenon.

The methods that can be utilised in an exploratory study are:

- ◆ an overview of existing applicable literature;
- ◆ a survey of experts on the field of research; and
- ◆ an analysis of insight stimulating research matter.

A global literature research was done for standards and guidelines on wine education and accreditation between February and May 2006 via the internet and personal communication with relevant individuals within the wine industry. The goal was to identify the requirements and needs to be included in standards for wine education and accreditation.

2.4.2. Descriptive

According to Mouton and Marais (1990: 46) and Uys and Basson (1996: 25) descriptive research include a variety of research methods such as experimental, non-experimental, quasi-experimental and survey methods. These methods can include qualitative or quantitative strategies. The difference in strategy lies in research with a contextual interest and research with a universal interest. According to Wolcott (1994: 12) descriptive research addresses the question, "What is going on here?". Data consist of observations made by the researcher and/or reported to the researcher by others.

In this research, a qualitative research approach was adopted. Patton (1985: 1) explains: "[Qualitative research] is an effort to understand situations in their uniqueness as part of a particular context and the interactions there. This understanding is an end in itself, so that is not attempting to predict what may happen in the future necessarily, but to understand the nature of that setting – what it means for the participants to be in the setting, what their lives are like, what's going on for them, what their meanings are, what the world looks like in that particular

setting – and in the analysis to be able to communicate that faithfully to others who are interested in that setting The analysis strives for depth of understanding.”

Qualitative researchers are interested in understanding the meaning people have constructed – how they make sense of their world and the experiences they have in the world. The main concern is the understanding of the phenomenon (standards for wine education in South Africa) of interest from the participant's perspective and not the researcher's perspective (which is an insider's perspective). Table 1 summarises the characteristics of qualitative research (Merriam, 1998: 9).

Table 1. Characteristics of Qualitative Research (Merriam, 1998: 9)

Action	Characteristic	Application in dissertation
Focus of research	Quality (nature, essence)	Standards in wine education
Philosophical roots	Phenomenology, symbolic interaction	QI in education
Associated phrases	Field work, ethnographic, naturalistic, grounded, constructivist	Constructivistic teaching and learning approach
Goal of investigation	Understanding, description, discovery, meaning, hypothesis generating	Identify, analyse and recommend standards
Design	Flexible, evolving, emergent	Explorative and descriptive approach
Sample	Small, non-random, purposeful, theoretical	Purposeful theoretical sample
Data collection	Researcher as primary instrument, interviews, observations, documents	Researcher, instrument according to QI process
Mode of analysis	Inductive (by researcher)	Inductive, derivation and reflection
Findings	Comprehensive, holistic, expansive, richly descriptive	Richly descriptive

2.5. Population and Sample

The literature was selected as the population sample. The information retrieved from the internet and personal communication was compiled by experts in the specific country and thus represented the work of individuals in wine, accreditation and education. The literature population was selected via the internet because of convenience and up to date information from February to May 2006. The sample included information from the following countries: South Africa, USA, UK, and Australia. These countries were chosen due to their accessibility on the internet.

2.6. Validity

Current available national and international information on standards and accreditation in general as well as in education, current literature from publications was utilized for the accreditation process, standards and education. The information on SAQA and NQF was also retrieved from the internet.

The information gathered was utilized from the internet as stipulated above and included in the data gathering research instrument, specifically on accreditation and standards for wine education. The data gathering instrument was validated by an expert with a PhD in outcomes-based education, standard formulation and international accreditation, which included internal quality improvement (QI) programmes.

2.7. Reliability

To ensure reliability the researcher conducted the literature research personally according to the concepts, wine, accreditation and education as identified in the research question (see section 2.1.) and the title of the document. The expert identified in 2.6 did not recommend a pilot study to clarify concepts in the data gathering instrument, as the research methodology was based on a qualitative approach.

2.8. Data gathering and analysis

Data gathering and analysis was done simultaneously.

2.8.1. Data gathering instrument (see Table 2)

The following concepts were identified according to the literature and the title of the study and were included in the data gathering instrument. The countries were chosen according to the convenience sample as per the population identified.

Table 2. Summary of country-specific internet data collected.

Concept	Country	Reference
Accreditation	<p>SA:</p> <ul style="list-style-type: none"> SAQA. Presently no wine education institute is included. <p>UK:</p> <ul style="list-style-type: none"> Accreditation Awarding bodies Accreditation process Regulation of awarding bodies & curriculum <p>USA:</p> <ul style="list-style-type: none"> No accreditation mentioned <p>Australia:</p> <ul style="list-style-type: none"> Australian Wine Education Society recently merged with the Australian Society of 	<p>SAQA: www.saqa.org.za</p> <p>Quality and Curriculum Assessment Authority: www.qca.org.uk</p> <p>American Wine Society: www.americanwinesociety.com</p> <p>Australian Society of Wine Educators: www.aswe.org.au</p>

	Viticulture & Oenology. A sub-committee on education is presently reviewing wine education standards.	
QI	<p>SA</p> <ul style="list-style-type: none"> SAQA. Presently no wine education institute is included. <p>UK</p> <ul style="list-style-type: none"> QI committee QI process Regulation according to bodies & curriculum <p>USA</p> <ul style="list-style-type: none"> No formal programme <p>Australia</p> <ul style="list-style-type: none"> Australian Wine Education Society has recently merged with the Australian Society of Viticulture and Oenology and a sub-committee on education is presently reviewing wine education standards. 	<p>SAQA: www.saqa.org.za</p> <p>Quality and Curriculum Assessment Authority: www.qca.org.uk</p> <p>American Wine Society: www.americanwinesociety.com</p> <p>Australian Society of Wine Educators: www.aswe.org.au</p>
Standards	<p>SA</p> <ul style="list-style-type: none"> Not formulated yet <p>UK</p> <ul style="list-style-type: none"> Formal standards <p>USA</p> <ul style="list-style-type: none"> Informal standards <p>Australia</p> <ul style="list-style-type: none"> Not formulated yet 	<p>SAQA: www.saqa.org.za</p> <p>Wine and Spirit Education Trust: www.wset.co.uk</p> <p>American Wine Society: www.americanwinesociety.com/web/judgement_criteria.htm</p> <p>Australian Society of Wine Educators: www.aswe.org.au</p>
Education	<p>SA</p> <ul style="list-style-type: none"> Curriculum in place – not accredited <p>UK</p> <ul style="list-style-type: none"> According to standardised programmes <p>USA</p> <ul style="list-style-type: none"> Curriculum (philosophy, target group, situational analysis, outcomes, content) <p>Australia</p> <ul style="list-style-type: none"> In process 	<p>SAQA: www.saqa.org.za</p> <p>Quality and Curriculum Assessment Authority: www.qca.org.uk</p> <p>American Wine Society: www.americanwinesociety.com</p> <p>Australian Society of Wine Educators: www.aswe.org.au</p>

3. LITERATURE RESEARCH

The literature research forms part of the conceptual framework and is described according to the history of wine in South Africa, South Africa's position in the international wine industry, accreditation and education.

3.1. History of South African wine development

The first vines were planted from cuttings imported from France, by Jan van Riebeeck on his arrival in the Cape and 7 years later the first wines were produced. Governor Simon van der Stel established a wine estate on the slopes of Table Mountain in Constantia in 1685. The farm was

developed as a model fruit and wine farm. In 1688 the arrival of 200 French Huguenots in Franschoek enhanced the fledgling wine industry. They brought with them wine culture, as well as viticulture and viniculture skills (SA Wine Industry Directory, 2005/6).

The first wine exports to Europe from Constantia took place in 1761. By 1778 the Constantia wines were famous throughout Europe (New World of Wine from the Cape of Good Hope, 2001). In 1778 a wine that was to become more famous in Europe was produced by Hendrik Cloete of Constantia. These natural sweet wines remained the best-known and most coveted Cape wines for more than two centuries. They were drunk by European royalty, statesmen, merchant princes and their guests (SA Wine Industry Directory, 2005/6).

The 19th century saw the South African wine industry devastated by the phylloxera louse. Vines were uprooted and new vineyards established, using vines grafted onto phylloxera free rootstock imported from the United States of America (Hands & Hughes, 2001).

As result of overproduction due to market forces and the global political situation, market prices fell dramatically, causing the disposal of vast amounts of unsold wine. This dire situation in the wine industry prompted the formation of the Ko-operatiewe Wijnbouers Vereniging van Zuid Afrika, Beperkt (KWV) in 1918 to stabilise wine prices and ensuring a secure income for its members (SA Wine Industry Directory, 2005/6). The formation of other significant organisations in the South African wine industry includes the formation of Stellenbosch Farmers' Winery (SFW) in 1935, Distillers Corporation in 1945, Distell (merger of SFW and Distillers Corporation) in 2001.

South Africa has made contributions to the wine industry through scientific and technological advances. The achievements cover a wide spectrum, from the development of new cultivars to new viniculture processes. In 1925 Prof A Perold successfully crossed Cinsaut (Hermitage) and Pinot Noir to produce a uniquely South African cultivar named Pinotage. The first Pinotage was bottled in 1961 under the Lanzerac label. Awareness and promotion of the cultivar has seen its popularity increase in recent years. On the technological front, the introduction of cold fermentation in 1957, was a major advance in white winemaking. This new technology resulted in improved quality and better bouquet in white wines (SA Wine Industry Directory, 2005/6).

In 1973 the "Wine of Origin" control system was introduced. Thirteen areas of origin were demarcated and limitations were placed on the use of terms such as "estate", vintage years and grape variety designations. This system brought the local wine industry in line with European regulations. This new system led to the increase in popularity in varietal and classic wines. The

Wine of Origin Scheme is applied by the Wine and Spirit Board, but is administrated and inspected by South African Wine Industry Information and Services (SAWIS) on a contract basis (SA Wine Industry Directory, 2005/6).

The freedom of Nelson Mandela, the lifting of sanctions and the new dispensation in South Africa brought much international exposure and much needed capital and foreign investment. The wine industry and production of wine has increased exponentially. Each year more wineries are established. The scenic wine routes in all the wine producing areas are major tourist attractions. Figures prove that South Africa is increasingly visited for wine tourism (SA Wine Industry Directory, 2005/6). In 1994, the first year of our new democracy, South Africa experienced a taste of tourism potential. Just under 3 million visitors travelled to SA. In 2005 the highest number ever - 6,7 million international travellers was recorded (Van Schalkwyk, 2005). Results of the new Survey of Tourist Accommodation reveal that the average monthly total income in the tourist accommodation industry between September 2004 and January 2005 was R963.9 million. It also showed that most of the income was derived from accommodation (R 639.6 million or 66,4%), followed by income from restaurant and bar sales (R 240,8 million or 25,0%), Van Schalkwyk, 2005. In addition, the wine industry has grown exponentially – from 1993 to 2004 the total hectares under vines grew from 83 717 to 100 207 hectares.

The increase in quality of the South African wines compete on the international stage with the world's best wines and have been honoured in several international competitions and trade fairs, such as International Wine and Spirit Competition, Challenge International du Vin Vinexpo, International Wine Challenge, to mention only a few. Wine exports from South Africa have increased from 23 million litres (5,8% of total production) in 1991 to 270 million litres (38,5% of total production) in 2004. In 1999, Winetech initiated Vision2020 for the South African wine industry. Research by some 1500 specialists resulted in the implementation of a strategic programme to make the South African wine industry globally competitive (SA Wine Industry Directory, 2005/6).

The regulation within the wine industry has undergone much change – the Liquor Products Act, No 60 of 1989 created the Wine and Spirit Board. The Board certifies all wines for export. This certification not only includes a sensory evaluation of the wine, but also site inspections at the premises of every winemaker. The Board is responsible for the guidelines for the Scheme for the Integrated Production of Wine (IPW). The scheme also includes the standards for effective integrated pest management. Other legislation applicable to the wine industry in South Africa is the following:

- ◆ The Customs and Excise Act, No 91 of 1964
- ◆ The Marketing of Agricultural Products Act, No 47 of 1996
- ◆ The Liquor Act, No 59 of 2003
- ◆ Competition Act, No 89 of 1998
- ◆ Labour Relations Act, No 66 of 1995
- ◆ Basic Conditions of Employment Act, No75 of 1997
- ◆ Employment Equities Act, No 55 of 1998
- ◆ Skills Development Act, No 97 of 1998
- ◆ Conservation of Agricultural Resources Act, No 43 of 1983
- ◆ Environment Conservation Act, No73 of 1998
- ◆ Cape Nature and Environmental Conservation Act, No 19 of 1974
- ◆ National Water Act, No 36 of 1998
- ◆ National Environmental Management Act, No107 of 1998
- ◆ Health Act, No 63 of 1977
- ◆ Occupational Health and Safety Act, No 107 of 1998
- ◆ Atmospheric Pollution Prevention Act, No 45 of 1965
- ◆ Fertilizer, Farm feeds, Agricultural remedies and Stock remedies Act, No 36 of 1947
- ◆ Conservation of Agricultural Resources Act, No 43 of 1983.

3.2. Overview of Accreditation, SAQA and NQF

The quality of wine education, as an integral part of wine education can be monitored and improved by means of a structured programme. This programme should not only be regarded as a formal programme on the shelf, but as a process planned, implemented and formally and continuously evaluated. Several authors (Van der Horst & Mc Donald, 1997: 7; Killen, 1999: 1) have stated that a quality system should be judged from three different perspectives, namely, input (finances, resources and infrastructure), throughput (management, control and delivery of the service) and output (the end results and the satisfaction of all stakeholders). The implementation of an accreditation programme, with an internal quality improvement programme, seems to be the obvious strategy to maintain quality wine education, knowledge and skills.

Although the South African Bureau of Standards (SABS) began formulating standards in 1975, the concepts of quality improvement, accreditation and standards in education, have only been addressed in South Africa during the last fifteen years. For an institution or organisation to be accredited, an internal quality improvement programme (QIP) is essential. A QIP necessitates that standards that are valid and reliable are formulated. According to Van Der Merwe (1994: 4),

“The formulation of standards is one of the first steps in quality improvement. It is important that the providers of education are responsible for the formulation of the standards that are congruent with their and their team's concepts of quality education. Thus, these standards evolve from present practice, and the responsibility assumed, enhances the professional experience of sense and meaning of their roles”. The main aim of acceptable standards in education is to indicate areas where improvement should/could occur, and to monitor the quality of the education provided. Accreditation of wine institutes through the South African Qualifications Authority (SAQA) will give due recognition for meeting high standards in education.

The formulation of standards is the first step in the quality improvement process. Therefore for any education facility to implement an accreditation programme, an internal quality improvement programme is an essential necessity. An accreditation process is thus described as a national supervising body for the evaluation of internal quality improvement processes. To achieve accredited status, an education facility has to implement an internal quality improvement programme. The only reference to accreditation programmes in wine education was found in the Wine and Spirit Education Trust (WSET) of the UK (www.wset.co.uk). The WSET wine education programmes are accredited by the national accreditation body, The Quality and Curriculum Assessment Authority. In general, most research and publications on accreditation and standard setting has taken place in the health profession and more specifically in nursing education and services.

Accreditation is a process of setting national standards and measuring the compliance thereof (Muller, 1996a: 71). National standards focusing on for example, wine education, are formulated and implemented by the educators and wine industry at large.

The structure of national organisational standards include (Muller, 1996a: 71):

- ◆ The mission and scope of the service;
- ◆ Management and direction;
- ◆ Personnel structure and development;
- ◆ Operational policies and procedures;
- ◆ Facilities and equipment; and
- ◆ Quality management.

The mission statement serves as the baseline against which all other standards within the wine education service are assessed. Simultaneously the mission statement provides the parameters against which the standards relating to the management system, staff, equipment and

operational activities, including the systems which departments utilise to monitor the quality of their own work. The assessment takes into account the capacity of a particular section of the wine education to meet the standards within the goals and objectives of that section of the wine industry. Standards aim to improve the quality of the wine education and ultimately improving the wine industry. The educational standards should ensure that management and supporting systems are organised and interlinked in a co-ordinated manner that will facilitate and optimise service delivery and the efficient use of resources (Muller, 1996a: 77).

Already fourteen years ago it was identified that new values and economic restraints were two critical elements responsible for social change in education. High quality is a prevalent value of the era of education and wine service, and with the world wide economic recession, cost effectiveness has become a necessity (Abruzzese, 1992: 293). This statement still remains applicable for current South African conditions.

“Value, which is the relationship between quality and cost, has become the new objective of service delivery. In a resource driven environment, the challenge is to keep quality up and costs down. Institutions that achieve cost-effective quality will have the competitive edge” (Abruzzese, 1992: 293).

Muller (1996a: 72) states that there are several factors that influence the quality of education being rendered, such as, the specialised knowledge and skills of management regarding quality improvement in the industry, which is also relevant in the wine education management. The client has certain expectations and rights regarding the quality of the wine education institution and the service being rendered, especially when the cost of wine products and wine education are taken into consideration.

The word “quality “ has become a general concept in the industry and other business institutions. Terminology such as quality assurance has been replaced by total quality management, quality assessment, and also quality environment. It is important to realise that quality improvement is not unique to education. Concepts regarding the provision of quality in products and services, have been in existence in the industry and manufacturing business for years (Marelli, 1993: 194). In South Africa the SABS standards have complied with International Standards Organisation since 1975, this quest for quality is not a new concept.

What is quality then? The Oxford Dictionary (Pearsall, 1998: 1515) defines quality as “a degree of excellence, a distinctive attribute or characteristic possessed by someone or something”. One of the distinctions of a profession is the continuous strive towards excellence. Quality is thus the

characteristic of excellence as implemented in practice. The principles of quality improvement include the validity and reliability of the programme and the commitment of all who are involved, as well as the quality improvement programme being a continuous process. The quality improvement process is the formulating of standards, evaluating of actions and the implementation of remedial/corrective actions. Quality thus refers to the service that is expected, and the assurance that it will be delivered (Muller, 1998: 45).

What are the characteristics of excellence? Muller (1998: 238) describes the general characteristics of excellence as:

- ◆ applicability - to make the right decision at the right time;
- ◆ acceptability - to be legal, acceptable and cultural;
- ◆ safety - to maintain a therapeutic environment (physical, mental, and spiritual) with appropriate risk management;
- ◆ equality - money, race, sex and social status will not play a role;
- ◆ accessibility - to provide services, facilities, equipment and expertise of personnel;
- ◆ effectiveness - to be assessed in the results and resource utilisation;
- ◆ professional knowledge and competence - should be according to the needs and demands that are set; and
- ◆ satisfaction - demonstrated by the client, consumer, management, the industry and other interested parties.

According to Juran (1989), there are three quality related processes, namely: **quality planning** which will determine who the customers are and determine their needs. This leads to the development of products to address these needs, setting goals and implementation of the products, **quality control** which implies evaluation of the quality performance, comparing the actual performance to the quality goals and then acting on the differences, and **quality improvement** which is the establishment of an infrastructure to evaluate the quality improvement on an annual basis.

Van der Merwe (1994: 1) states that education is a service commitment due to the service being rendered to persons and ultimately the community. Because of this service commitment, quality should be the motive of such service rendering. The principal of an education institution is responsible for the managerial aspect of quality improvement, cost-effective use of resources and management of personnel. In personnel management, the manager is responsible for the provision, utilisation, retention and development of personnel. The manager needs to be

constantly aware of internal and external factors that might influence the stresses placed on personnel.

Quality implies that professionals work according to specific standards that are set by the professionals who have to implement these standards. These standards form part of an accreditation programme. Van der Merwe (1994:10) states further that it is important for educators to take ownership of the formulated standards, in keeping with each profession's understanding of quality improvement. This will enhance the effectiveness of the implementation of such standards. Educators involved in the formulation of such standards increase their own experience and aims of their specific profession in industry.

Quality improvement programmes are internal methods of evaluating the quality of education being rendered, whereas accreditation implies external mechanisms to evaluate compliance to these standards. Accreditation gives institutions due recognition for meeting high standards in education. In the process of raising and maintaining practice standards, educators are trained in new management and organisational skills. Principals must demonstrate an ongoing commitment to quality management and continuing education during their institution's accreditation term by providing evidence of compliance with these standards, both on the survey of the institution, as well as on re-application (Muller, 2003).

Accreditation as part of quality management is a philosophy that seeks continuous improvement in performance of processes, products and services. It is also known as continuous quality improvement and total quality management. It can be described as the process of ensuring that educational programmes are of the highest attainable standard and are continually improving. This involves the balance between meeting the needs and expectations of internal and external customers with appropriate cost-effective delivery of service. The term 'quality activities' is used to describe activities undertaken in the institution that identify problems for correction and opportunities for improvement in the delivery of education (van der Merwe, 2005,).

Quality improvement and management strategies systematically review and evaluate current work practices, outcomes of educational programmes and aspects of the administration of the institution with the view to identifying trends, establishing protocols and procedures, resolving problems and continuously improving the performance of the educational institution. Regardless of the scope and parameters of an educational institution, there will always be a role for the formal review of services/programmes provided by the institution (SAQA, 1998).

The accreditation programme to be implemented by a wine education institution should provide education and training on accreditation on a national level. In-house training will be regarded as an essential component of the accreditation programme. As the first step in an accreditation programme is the formulation of standards, these standards should comply with national regulations (SAQA, 1997).

The passing of the South African Qualifications Authority Act (SAQA), No 58 of 1995 (Republic of South Africa [RSA], 1995) has enabled South Africa to develop its own National Qualifications Framework (NQF). The NQF has set clear standards for all types of learning and has established quality management systems to ensure that the set standards are implemented (Philips, 1997a). The foundation for learning set up by SAQA and the NQF has been designed to allow scholars/trainees/students to earn credits towards national qualifications. Providers of learning include schools, colleges, technikons, universities, in-house training or practical experiences. These credits are in the form of "Qualification Unit Standards" registered by SAQA. This system brings together the following:

- ◆ qualifications already in existence;
- ◆ a structure to which new qualifications can be added;
- ◆ all qualifications (new and old) meeting the specified, clearly defined quality requirements; and
- ◆ the development of current and future international education and business networks and opportunities.

The South African government has taken a transformational approach to education to ensure that scholars/trainees/students gain the knowledge, skills and values that will allow them to contribute to their own success as well as to the success of their family, community and the nation as a whole (Department of Education, 1997a: 10).

The South African government implemented a number of structures, guidelines and criteria to facilitate the transformational approach to education. The process of transformation is depicted in table 3.

Table 3. Steps for Effective Transformation of Education and Training in South Africa (NQF, 2000)

Steps	Action
-------	--------

One	The formation of a National Qualifications Framework (NQF).
Two	The development of critical cross-field outcomes (essential outcomes).
Three	The identification of fields of learning/content clusters.
Four	The statement of purpose of the qualification according to the specific curriculum, assumptions of learning already in place, exit level outcomes and embedded knowledge.
Five	The transformation to outcome-based education and training.
Six	The formulation of assessment criteria, range statements and performance indicators.
Seven	The development of curricula.

The role of the South African Qualifications Authority (SAQA) is to oversee and implement the development of critical cross-field outcomes (see table 4.); the identification of fields of learning/content clusters; the identification and/or formulation of specific outcomes; the formulation of assessment criteria, range statements, and performance indicators; the development of curricula; the formulation of instructional programmes according to identified and formulated learning outcomes; continuous assessment of scholar/trainee/student progress according to the learning outcomes stipulated; and the assessment of education and learning by accredited bodies. The above criteria are critical to the transformation of education and training.

Table 4. Critical Cross-Field Outcomes (RSA, 1998: 8)

Critical cross-field outcomes include but are not limited to:

- a. identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made;
- b. working effectively with others as a member of a team, group, organisation, community;
- c. organising and managing oneself and one's activities responsibly and effectively;
- d. collecting, analysing, organising and critically evaluating information;
- e. communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion;
- f. using science and technology effectively and critically, showing responsibility towards the environment and health of others;
- g. demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;
- h. contributing to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of:
 - i. reflecting on and exploring a variety of strategies to learn more effectively;
 - ii. participating as responsible citizens in the life of local, national and global communities;
 - iii. being culturally and aesthetically sensitive across a range of social contexts;
 - iv. exploring education and career opportunities; and
 - v. developing entrepreneurial opportunities.

According to SAQA (SAQA, 1997), all curricula should address the critical cross-field outcomes, since they are critical for the development of the capacity of lifelong learning.

The National Standards Bodies (NSBs) and the Education and Training Quality Assurance bodies (ETQAs), are the two institutional pillars of SAQA. NSBs for 12 organising fields of

learning were registered. As a starting point all existing qualifications offered in South Africa must be recorded in the interim register (SAQA, 1997; 1998a).

The Department of Education White Paper 3 of July 1997 stated that the challenge in South Africa is to redress past inequalities and to transform the higher education system to serve a new social order, to meet pressing national needs, and to respond to new realities and opportunities (DoE, 1997b).

The most significant conceptual change is that the single co-ordinated higher education system will be premised on a programme-based definition, namely that higher education comprises all curricula leading to qualifications higher than the proposed Further Education and Training Certificate. According to SAQA (SAQA, 1998b: 1), the Higher Education Act No. 101 of 1997 stated that all institutions, public and private, have to be registered with the Department of Education to operate legally.

The SAQA Act, effective from October 1995, enables South Africa to develop its own National Qualifications Framework (Philips, 1997a: 1). The CWA must be registered with SAQA and be willing to adhere to the SAQA philosophy and standards.

Table 5. depicts the structure of the NQF.

Table 5. The Structure of the NQF (SAQA, 1999b)

NQF level	Band	Types of Qualifications and Certificates	Locations of Learning For Units and Qualifications
8		Doctorates	Tertiary/Research/
	Higher	Further Research degrees	Professional institutions
7	Education	Higher Certificates	Tertiary/Research/
	Training	Professional Qualifications	Professional institutions
6	Band	First Degrees	Universities/Technicons/
		Higher Certificates	Colleges/Private/Professional
			Institutions/Workplace/etc.
5		Certificates,	Universities/Technicons/
		Occupational Certificates	Colleges/Private/Professional

				Institutions/Workplace/etc.		
Further Education and Training Certificate						
4	Further Education	School/College/Trade Certificates Mix of units from all		Formal high schools/ Private State schools	Technical/Community/ Police/ Nursing/ private colleges	RDP and Labour Market schemes, Industry Training Boards, union workplace
3	And Training	School/College/Trade Certificates Mix of units from all				
2	Band	School/College/Trade Certificates Mix of units from all				
<hr/>						
General Education and Training Certificate						
1	General Education and Training Band	Grade 9 (10 years) Grade 7 (8 years) Grade 5 (6 years) Grade 3 (1 year Reception)	ABET Level 4 ABET Level 3 ABET Level 2 ABET Level 1	Formal Schools (Urban/Rural/Farm/Special	Occupation/Work-based training/ RDP/ Labour Market schemes/ Upliftment programmes/ Community programmes	NGOs/ Churches/ Night schools/ ABET programmes/ Private providers/ Industry Training Boards/ unions/ workplace etc.

The successful educators of the new millennium will be characterised as people who are equipped with the necessary knowledge, skills and values/attitudes to adjust readily to multiple challenges within the scope of wine education in South Africa. They will make, through personal and professional development, a significant contribution to the wine, tourism and hospitality industry and services of the country. The South African government has taken a transformational approach to outcomes-based education (OBE) to ensure that learners gain the knowledge, skills and values that will allow them to enhance their own success, as well as to the success of the nation as a whole (Department of Education, 1997b:10). Successful implementation of a system of quality improvement and accreditation can empower the CWA to challenge this vision to become the successful wine educators of the new millennium.

The NQF's objectives as outlined in the SAQA Act are "to create an integrated national framework for learning achievement; facilitate access to, and mobility and progression within education, training and career paths; enhance the quality of education and training; accelerate the redress of past unfair discrimination in education, training and employment opportunities; and contribute to the full personal development of each learner, and the social and economic development of the nation at large" (SAQA, 1999a: 3; Olivier, 1998: 6).

The NQF is a structure/framework/system for integrating education and training and increased access to life-long learning (Clarke, 1997: 20-21; French, 1998). According to Lewis (1999: 6) the framework would also address issues such as integration and relevance, credibility, coherence and flexibility, standards, access, articulation, and progression and portability. It is also the social construct and instrument through which access, quality, redress and development will most effectively be encouraged, as South Africa moves towards becoming a truly learning society (SAQA, 1998a; SAQA, 1998b). In terms of the SAQA Act fields of learning/content

clusters should be identified. These fields of learning could differ from band to band. In terms of the SAQA Act (SAQA, 1995: 3), “field” denotes a particular area of learning used as an organising mechanism for the NQF. The NQF characterises and organises all learning into 12 fields (see table 6).

Table 6. NQF: 12 Organising Fields of Learning (SAQA, 1999a; RSA, 1998a)

Number	Fields of learning
01	Agriculture and Nature Conservation
02	Culture and Arts
03	Business, Commerce and Management Studies
04	Communication Studies and Languages
05	Education, Training and Development
06	Manufacturing, Engineering and Technology
07	Human and Social Studies
08	Law, Military Science and Security
09	Health Sciences and Social Services
10	Physical, Mathematical, Computer and Life Sciences
11	Services
12	Physical Planning and Construction

The Cape Wine Academy, the best-known and best-recognized wine education institution in South Africa has registered with the Services field of learning (Field 11). The accreditation process has started through Theta, the subfield for the tourism, hospitality and sport education and training authority. The Vineyard Academy is registered with the AgriSETA, because of its direct primary training in vineyard practice. Once accreditation for the CWA has been granted, wine education will fall under the hospitality, tourism, travel, leisure and gaming SGB. This body would involve the providers of wine education (e.g. the CWA and wine educators) in unit standard and qualification setting. The NSB of a particular field/cluster, will receive inputs from all relevant SGBs and ensure coherence in the system by synthesising inputs and setting standards for the field (Gunthorp, 1998a). Therefore, as regulation commences from the top, innovation through the formulation of standards starts from the bottom and is profession specific driven.

To ensure national and international credibility, assessment of the quality of the education and learning will be done by accredited bodies, namely the Education and Training Quality Assurance bodies (ETQAs) appointed by SAQA (Elliot, 1999; Republic of South Africa, 1998b; Olivier, 1998: 10). According to the Annual Report to Parliament (SAQA, 1998a), bodies currently carrying out ETQA functions will continue do so until the regulatory framework (ETQA Regulations) is operational. Co-ordination of quality assurance in higher education will be through a Higher Education Quality Committee (HEQC), a permanent committee of the Council of Higher Education (CHE). The CHE is responsible for quality assurance and promotion in

higher education (Department of Education, 1997b). In terms of the Higher Education Act (RSA, 1997b) “higher education” means all curricula leading to qualifications higher than grade 12.

3.2.1. Standard Setting

As mentioned previously, the formulation of standards is the first step in the quality improvement process. There are three types of standards in general use. These originated from the work of Donabedian (1986: 99-106) and Mason (1994: 1) who suggested that standards can be measured in three ways: as structure, process, and outcome.

- ◆ Structure standards will include the characteristics such as facilities, equipment, and resources of the organisational setting in which the wine education delivery takes place, that is human, environmental, organisational and physical resources.
- ◆ *Process standards include all the actual activities and interactions between educators and the learners/clients (or between programmes and students), for example, activities, interventions, and the sequence of educational events.*
- ◆ Outcome or Product standards are the end result, comprising a measurable change from the delivery of wine education, that is, knowledge, skills, values and attitudes.

Affara & Styles (1991: 62) present the following view: “Structure, process, and outcome standards should be developed for wine education. Examples of standards may relate to expectations regarding: the philosophy and objectives of the wine education organisation; organisation and management; staffing and supervision; service delivery; policies and protocols; staff development; and quality improvement (Affara & Styles, 1991: 62; Mason, 1994: 1-5; Muller, 1999: 242).

According to Muller (1996a: 69) a standard is a written description of the devised level of performance. This description should contain the characteristics associated with excellence for the measurement and evaluation of the actual performance or service delivery. Coetzee and Muller (1995: 18) define a standard as a descriptive statement to evaluate the expected level of work. Table 7 depicts the NQF criteria for standards.

Table 7. Criteria for Standards (NQF, 1997)

What are Standards?

- The specific description of learning achievements agreed on by all major stakeholders in the particular field of learning.
- *Unit standard*: registered statements of desired education and training outcomes and their associated assessment criteria together with administrative and other information as specified.
- *National standards*: the standard has gone through the SAQA registration process. They are the agreed repositories of knowledge about “quality practice” or competence, as well as about legitimate criteria for assessing such competence.

What are not Standards?

- A statement or syllabus topic to be addressed
- A course or a module
- A process, ie reading an instrument
- An input, ie teaching someone
- An activity, eg demonstrating something
- A learning process, eg understanding or applying knowledge
- The mastering of a learning objective
- A score, grade or percentage
- A specific entity of knowledge or a unit of knowledge as classified in traditional subject matter syllabi.

Quality improvement is a process of continuous standard formulation, continuous evaluation and the implementation of remedial or corrective actions. Quality improvement in a wine education organisation is a systematic process, with commitment from all educators and management to do the right thing right the first time. It is a team effort with a top down approach from management (Crosby, 1984: 184).

Outcome standards define the expected change in a situation, as well as the extent of the satisfaction of clients with the service provided. Outcome standards highlight the absence of negative outcomes, as well as the presence of positive outcomes (Mason, 1994: 3). In table 8 the steps in standard setting according to Mason (1994: 5-59) are summarised.

Table 8. Steps in Standard Setting (Mason, 1994: 5-59)

Steps	Process standards and actions	Outcome standards and actions	Content/structure standards and action
1	Select an activity	Identify the activity	Define the service activities
2	List the goals of the activity	Identify the goals of the activity	Identify the goals of data collection
3	Identify the steps in the activity essential in achieving the goals	Identify expected positive outcomes	Identify items of data collection
4	List pertinent observations. Specify when each of the steps should occur	Identify preventable negative outcomes	Combine the standards in a logical order
5	Observe the activity	Specify expected timeframe for each outcome	Establish the validity of the standards
6	Combine the steps in logical order	Clarify the description of expected outcomes	
7	Eliminate suggestions and rationale from the standards written	Combine the outcome standards in a logical order	
8	Establish the validity of the process standards	Establish the validity of the outcome standards	

3.2.1.1. Concepts in Standards Setting.

When setting (formulating) standards certain concepts should be clearly understood, internalised and implemented in the structure, process and outcome activities. The key ideas underlying standard setting according to the NQF are depicted in table 9.

Table 9: Concepts for standard setting (NQF, 1997)

Concept	Criteria to be included
Setting standards for assessment	<ul style="list-style-type: none"> - Recognition of learner achievements - Communication of required standard - Involvement of learners, trainers, educators & assessors - Assessment judgement made fairly, openly, reliably & consistently
Learner-centredness	<ul style="list-style-type: none"> - Learners centre of education, training system & proceedings - System allows full development of learners - System serves learner interests & purpose
Democratisation of learning and recognition	<ul style="list-style-type: none"> - Democratic knowledge creation - Assumption of diverse grouping working on broad issues, building social contracts of 21st century education - NQF operate through partnerships - Partnerships become integral part of new system - SGB forge partnerships of key stakeholder interest groups
Registration of qualifications and standards	<ul style="list-style-type: none"> - Relevant, up to date & acceptable standards & qualifications - NBS ensures proposals of qualifications meet NQF requirements & all consultation process requirements are met - SGBs established by NSBs to initiate & undertake standard and qualification generation within frameworks of sub-fields
Accreditation of providers	<ul style="list-style-type: none"> - ETQAs accredited by SAQA in economic, social, or education & training sub-system sector - Assess providers' capability on delivering curricula towards qualification or standards
Moderation of assessment	<ul style="list-style-type: none"> - Ensure consistency in assessment of registered qualifications & standards, ETQAs - SETAs devise assessment plans & register assessors to implement plans
Quality audit	<p>ETQAs ensure:</p> <ul style="list-style-type: none"> - Effective performance of overall systems of quality management according to requirements & criteria.

3.2.1.2. Guiding Principles for NSBs and SGBs in Setting of Standards

The bodies responsible for setting NQF standards are involved with the following:

- ◆ Consultation: NSBs, and their SGBs, must consult widely with those who have an interest in their area.
- ◆ Relevance: Qualifications and standards must be relevant to the requirements and needs of all their users.
- ◆ Transferability: NSBs and their SGBs must promote the recognition of transferable skills to assist learners who may need to change their learning or career direction.
- ◆ Efficiency and Accessibility: NSBs and their SGBs must *set and maintain* standards, and wherever possible keep costs down.
- ◆ Innovativeness: Standards generation is a dynamic process. NSBs and their SGBs must accommodate innovation that derives from changing technology, new products, services, markets, skills and knowledge in their specialist areas.
- ◆ Broad Focus: NSBs and their SGBs must consider the impact of their planned outputs on all levels of the NQF. Although the focus of an SGB's standards generation may be at a particular level, the implications for all levels must be considered.
- ◆ Minimal Duplication: It is a fundamental principle of the NQF that every qualification and standard will be unique. If a standard is to be used in several qualifications, the NSBs and users concerned must agree on its form, and not create their own versions.

3.2.1.3.Generation of Standards – Stages in the Process

NSBs will oversee the generation and registration of standards in the organising field for which they are responsible. The locus of standards generation will be in broadly representative SGBs. The NSBs will undertake the recommendation of standards. In the case of both standards generation and registration, SAQA's full-time NSB Co-ordinators facilitate the process by providing the administrative support necessary for both NSBs and SGBs to complete their work to SAQA's schedules. The standards setting process proceeds through three separate stages.

Stage 1 – Analysis and Planning

- ◆ Monitor SGB activities to ensure skills and knowledge required in its field is captured.
- ◆ NSBs will then develop a plan which will include a:
 - i Description of how Unit Standards will be developed
 - ii List of the number and type of qualifications and standards that will be developed
 - iii List of immediate priorities

iv Timetable for the generation of qualifications and standards and the phasing out of any old or redundant qualifications.

Steps 1,2 and 3 of the standard setting activity according to Mason (1994:5-59) should be implemented in stage 1 (see table 8).

Stage 2– The Development of qualifications and standards

- ◆ Each NSB will co-ordinate the development of its qualifications and standards by recognising SGBs which must:
 - Adopt , adapt or originate standards in a sub-field, or
 - Facilitate the consolidation of existing standards and/or qualification generation processes in the sub-fields for which it is responsible.
- ◆ Where no standards generation processes are underway, NSBs, through the appropriate SGB, will commission the adoption, adaptation or generation of qualifications and standards.

Implement Mason's (1994:5-59) steps 5,6 and 7 during this stage of standard development (see table 8).

Stage 3 – Quality Assurance

- ◆ Each NSB will:
 - i Propose the quality assurance system requirements for the quality of learning delivery and the assessment it will require for its qualifications and standards
 - ii Endorse accreditation and moderation proposals from ETQAs (under the guidance of SAQA)
 - ◆ Each NSB will continuously and systematically review, revise and update the qualifications and standards in the organising field for which it is responsible.
 - ◆ To ensure that the quality of qualifications and standards in the NQF remains high, SAQA will audit the standards setting work of each NSB and SGB.

Implement Mason's (1994:5-59) step 8 in the quality assurance system development (see table 8).

3.2.1.4. Generating Registered Standards: NSBs AND SGBs

In the national standards setting process, NSBs and SGBs will have definite roles. The roles are clearly linked in that the SGB 'responds' to an NSB role. The discrete roles are outlined below:

3.2.1.4.i. Performance Requirements of NSBs and their SGBs

NSBs are appointed by SAQA to recommend the registration of standards and qualifications. In the context of each of the activities NSBs will need to undertake to achieve this objective are a range of tasks which will need to be performed by SGBs. The outcomes of SGB activities in relation to NSB tasks are described here.

NSB Task 1: Establish and/or recognise SGBs

In responding to this NSB task, the SGB will have to satisfy the NSB in answering the questions in the following key areas:

i. Does the prospective SGB fall within the NSB scope?

SGBs will need to examine the defined scope of the NSB's field. Once this has been done, the SGB's task of locating its place in the NQF system should be relatively straightforward. While SAQA has published a list of sub-fields for all 12 NSB.

ii. Is the prospective SGB properly formed?

Once identified, the SGB should be formed in terms of SAQA's guidelines and criteria, and a chairperson should be elected.

The NSB... In response, the SGB...

- Develops a plan for standards generation, which should include schedules.
- Co-ordinates standards generation through generating qualifications and standards.
- Presents a proposal for standards to users in narrow consultation process.
- Submits to NSB as proposal for registration.
- Develop criteria for moderation and assessment for standards and qualification that will used by ETQAs.
- Ensures that plans for standards development are agreed with SAQA.
- -Scrutinises proposals for registration and recycles or submits
- Recommends criteria for assessment and moderation for quality delivery in consultation with SAQA.
- Regularly reviews its qualifications and standards.

iii. Is there support for the SGB ?

An SGB should demonstrate support within the sub-field to generate standards and qualifications.

iv. Are the SGB processes aligned with those of the NSB?

The SGB endorses (and recommends) the NSB process it will use to develop qualifications and standards proposals and secure the support of users.

NSB Task 2: Agree with SAQA a plan for qualifications and standards development
and

NSB Task 3: Ensure Skills and Knowledge Analyses completed to requirement.

In responding to these tasks, an SGB must reassure the NSB that the skills and knowledge analyses that foreshadow standards development adequately cover the sub-field for which the SGB is responsible. The SGB should present a detailed plan that shows how the entire development process will be completed. SGBs are not responsible for a sub-field. They are responsible for the generation of qualifications and standards as stated in their different briefs. The project plan that an SGB proposes must include at least:

- a list of priorities
- a development timetable, and
- a list of trends, and training gap

In respect of the standards writing process, the following issues should be addressed in the plan:

a. Plans for the process of standards generation:

The plan should include:

- Information that standards writers will need, such as:
 - needs-analysis outcomes, and
 - how the SGB will go about generating the standards

b. Plans for the production of the standards title matrix:

The process the SGB intends to follow for co-ordinating the generation of a standards titles matrix must be clearly articulated.

c. Evaluation of the standards titles matrix:

Plans must make provision for establishing and using a consultative network for inputs and proposals around qualifications and standards already undertaken in the sub-field. This input is key to the evaluation of the matrix.

d. Standards writing:

The plans will outline the process for the generation of standards by the writers.

e. Recommendation to NSB for registration:

The plan will outline the process to be followed for the submission of standards to the NSB for recommendation to SAQA. A similar process will need to be followed in respect of qualifications, with the addition of a plan for confirming the transition arrangements from current qualifications to new.

NSB Task 4: Specify Quality Requirement for Delivery of Standards.

In response to this NSB Task, the SGB should present a plan to the NSB that recommends how the NSB will, in co-operation with providers and SAQA (or its ETQA functionaries):

- Check on the quality of standards; and
- Maintain the integrity of the standards in their delivery.

Plans should include at least a plan for:

- i. The development of appropriate systems of assessment
- ii. The moderation of assessments
- iii. The accreditation of providers

NSB Task 5: Promote qualifications and standards.

Each SGB should produce a plan showing how the qualifications and standards developed by the NSB will be promoted to users, including: state departments, economic and social sectors, providers of education, training and assessment services, businesses and learners.

NSB Task 6: Review qualifications and standards

NSBs should present SAQA with regular scheduled reports of progress in:

- qualifications and standards development and uptake by users
- the implementation of quality assurance plans
- the promotion of qualifications and standards

The reports should also include a listing of amendments, updates completed and reviews undertaken of qualifications and standards. To ensure that NSBs and SGBs function as required, SAQA should agree to a plan for the regular quality audit of NSBs and SGBs by independent auditors appointed by SAQA for the task.

3.3. The practice of education

As previously mentioned, each educator is responsible and accountable to maintain and continually enhance his or her knowledge to ensure quality education. Furthermore, education is a major determinant in the development and enhancement of quality service (Muller, 2003; CNA & CASN, 2004a). There has been significant shift in the ways in which we think about learning (Finnie & Usher, 2005; Pratt, 1998). This heightened consciousness necessitates change in the way educators approach learning. The shift from teaching content to outcomes-based education, in particular, is in keeping with standards, quality improvement and evidence-based practice (Van der Merwe, 2005). In this section education, is explored by focusing on the following topics: education; curriculum development and outcomes-based education.

3.3.1. Education

Education is achieved in a wide variety of settings. Educators need to be proactive, take risks where necessary, use critical thinking and creativity liberally and continue to embrace caring as the essence of their practice (Bevis & Watson, 1989). “Based on needs and values, learners determine the type and extent of learning activities. Educational activities are directly influenced by an organisation’s mission, goals, values, priorities and resources” (ANA, 2000b:7). Further, as the quality of education ultimately influences the outcomes, educators have an accountability and a professional responsibility to support the ongoing professional development of these educators in a flexible and accessible format (CNA & CASN, 2004b). Educators assume unique roles, such as that of educator, facilitator, designer, change agent, consultant, researcher, leader and lifelong learner (see Table 10). Continuing professional development therefore plays an important role in the quality of wine education practice.

Table 10: Educator’s roles and specific activities (Southern Regional Education Board, 2002)

Educator’s roles	Specific activities
Educator	<ul style="list-style-type: none"> ■ Provide an appropriate climate for learning ■ Facilitate the learning process ■ Ensure learners are actively involved in process of assessment of needs and outcomes ■ Demonstrate ability to support and empower learners ■ Evaluate the effectiveness of outcomes ■ Collaborate with learners to enable them to develop portfolios
Facilitator	<ul style="list-style-type: none"> ■ Assist learners to identify their learning needs and effective learning activities ■ Provide sufficient time for learners to meet their needs, re-mediating as necessary ■ Serve as a role model for continuing learning and education ■ Foster positive attitude about benefits and opportunities of lifelong learning
Designer	<ul style="list-style-type: none"> ■ Identify learning requirements within specific context ■ Develop, plan and present educational activities within areas of expertise ■ Design original programmes ■ Select and prepare suitable learning resources

Educator's roles	Specific activities
	<ul style="list-style-type: none"> ■ Select, sequence and pace resources sensitive to the holistic needs of the learners
Change Agent	<ul style="list-style-type: none"> ■ Serve as a change agent - organisational, community, national and international levels ■ Facilitate initiation of, adoption of and adaptation to change ■ Participate in strategic planning, committees, projects to identify needed changes ■ Influence the necessary policy, procedures to create and support the change process
Consultant	<ul style="list-style-type: none"> ■ Act in a formal or informal consultant role ■ Assist in the integration of new learning into practice or practice environment ■ Assist learners in identifying and designing needed educational experiences ■ Provide feedback to the learners and organisations related to effectiveness of learning and learning activities
Researcher	<ul style="list-style-type: none"> ■ Design and implement research ■ Integrate relevant research outcomes into practice through effective learning activities ■ Help others utilise the research process in their practice ■ Foster the use of systematic evaluation research with regard to data ■ Evaluate outcomes of educational endeavours ■ Track learner outcomes
Leader	<ul style="list-style-type: none"> ■ Support organisational and administrative structures to achieve departmental and organisational goals ■ Manage programme activities, including human and material resources ■ Ensure educational activities are congruent with organisation's mission, vision and goals ■ Evaluate the effectiveness of the overall educational programme ■ Communicate effectively and efficiently with all levels of organisation ■ Use problem solving skills ■ Model behaviour to reflect participation and leadership in activities
Lifelong learner	<ul style="list-style-type: none"> ■ Continue developing competencies including teaching and learning theories, curriculum design, measurement evaluation, research and technological options ■ Demonstrate ongoing personal, academic and professional growth ■ Utilise reflective practice techniques ■ Maintain a professional portfolio to document results

The link between education and service is essential if wine education programmes are to meet service demands. Flexibility in education so that the learner can continually adapt to changing needs is also important (Bryant, 2005). Kenny (2004) recommends a closer relationship between academic education and practical education. "One way to ensure that educational programmes are reflective of the needs of employers and the practice environment is through curriculum development..." (Bryant, 2005:18). Service standards should be based on South African wine industry needs as well as global requirements; adequate resources (human and material); and a comprehensive education process that includes a philosophy, curriculum, extracurricular activities and comprehensive outcomes to guide teaching-learning strategies with adequate hours for practical work (Van der Merwe, 2005).

In the next section curriculum development is explored.

3.3.2. Curriculum development (learning programme development)

To support quality learning the methods and forms that are used to teach are extremely critical and require careful and deliberate selection (Conti & Kology, 1998). To achieve learning outcomes, educators must carefully select and know why one methodology is better than another within a given learning situation. Basing the selection on careful experiential reflection and theory adds to one's professional approach (Elias & Merriam, 1995). As particular teaching methods have distinct characteristics, using them may make it easier to facilitate learning. While some methods are more compatible with a certain philosophical premise for learning, they are not necessarily restricted to a specific philosophy (Conti & Kology, 1998). Rather the difference lies in how the individual teacher uses the method, including for example, what activities are used, the purpose for using the specific method, and the desired outcomes. Curriculum design refers to the way in which educators conceptualise an educational programme and arrange its major components (subject matter content, teaching and education methods and materials, learner experiences and activities) to provide direction and guidance towards outcomes (Muller, 2003). Curriculum steps are dynamic and interrelated (see Table 11). Outcomes of curriculum and learning go beyond the institutional walls and extend to the building of better citizens who are productive in the workforce and community (Kegan, 2000; Boyer, 1990). An outcomes-based education (OBE) curriculum provides a comprehensive transformational approach to adult learning which is in keeping with continuing professional development requirements of learners and government regulations.

Table 11: Curriculum planning: interrelated steps and design components with specific actions (Vella, 2002)

Interrelated steps	Design components	Specific actions
Educational philosophy (why?)	<ul style="list-style-type: none"> ■ Learning ■ Education 	<ul style="list-style-type: none"> ■ Identify educational philosophy determining beliefs of adult learning ■ Identify professional practice standards (national and international) ■ Determine how learning is to take place and education to be offered
Target group (who?)	<ul style="list-style-type: none"> ■ Essential and specific learning needs 	<ul style="list-style-type: none"> ■ Identify learner (target) group ■ Clarify roles and responsibilities ■ Prepare assessment strategy
Situational analysis (how?)	<ul style="list-style-type: none"> ■ Learning needs ■ Resource assessment ■ Budget 	<ul style="list-style-type: none"> ■ Assess needs of learners and organisation ■ Use assessment results to inform programme design ■ Identify human and material resources ■ Prepare educational budget
Formulate outcomes (why?)	<ul style="list-style-type: none"> ■ Critical and specific 	<ul style="list-style-type: none"> ■ State programme purpose ■ Ensure outcomes are measurable and realistic and within a timeframe ■ Formulate competencies (knowledge, skills, values and attitudes)
Learning content (what?)	<ul style="list-style-type: none"> ■ Classify and group 	<ul style="list-style-type: none"> ■ Prepare main modules and learning units ■ Sequence content from simple to difficult, easy to complex ■ Incorporate adequate time for knowledge development, comprehension (internalisation) and integration into practice
Educational	<ul style="list-style-type: none"> ■ Principles / 	<ul style="list-style-type: none"> ■ Create a safe, open and respectful learning environment

Interrelated steps	Design components	Specific actions
principles and strategies (how?)	methods / strategies	<ul style="list-style-type: none"> ■ Build sound relationships with and among learners and educators ■ Engage adults in their own learning, moving towards self-directed learning ■ Incorporate cognitive, affective and psycho-motor learning aspects ■ Repeat facts, skills and attitudes in diverse, engaging ways ■ Include teamwork and small group activities ■ Have learners practise what is taught to gain confidence ■ Facilitate critical and reflective thinking through praxis ■ Direct learners to implement career plan and professional portfolios
Curriculum implementation strategies (when, where?)	<ul style="list-style-type: none"> ■ Venue / dates / time ■ Communication 	<ul style="list-style-type: none"> ■ Extend invitations and negotiate dates / times and remuneration ■ Communicate details with target group and relevant others
Assessment / evaluation strategies (so what, now what and then what?)	<ul style="list-style-type: none"> ■ Theoretical and practical assessment ■ Feedback ■ Presenter's assessment ■ Curriculum assessment ■ Ongoing research 	<ul style="list-style-type: none"> ■ Assess validity / reliability of content (evidence-based practice) ■ Provide continuous constructive feedback (verbal and written) ■ Assess learners, educator(s) and curriculum content continually ■ Ensure that what was proposed in curriculum was taught ■ Remediate as necessary to enhance learning outcomes ■ Analyse contributing factors that impact learning results ■ Assess organisational improvement as a result of learning ■ Formulate improvement based on analysis, research and critical reflection ■ Write report and share findings and recommendations

3.3.3. Outcomes-based education (OBE)

OBE is not a totally new approach, but has developed over the course of several decades through the systematic application of educational ideas that have been part of good educational practices. South Africa is currently in the era of OBE, it is therefore appropriate to include criteria for OBE in this research. Spady's (1996: 5) message to the educator in OBE is: "Commitment to continuous growth and improvement is critical to success". Because standards (structure, process and outcome) are an integral part of accreditation, incorporating OBE is the sensible approach to education. The primary aim of outcomes-based education (OBE) is to facilitate desired changes within the learners, by increasing knowledge, developing skills and/or positively influencing attitudes, values and judgment. OBE embodies the idea that the best way to learn is first to determine what needs to be achieved. Once the end goal (product or outcome) has been determined, the strategies, processes, techniques, and other ways and means can be put into

place to achieve the goal. Bryant (2005:18) states that learning outcomes and competencies are synonymous.

3.3.3.1. Definitions of outcomes and outcomes-based education

Outcomes describe the results of learning over a period of time – the results of what is learned versus what is taught; and what learners are able to do with what they know and have learned. Geyser (1999) says when learners do important things with what they know they have taken a significant step beyond knowing itself. Outcomes assessment helps learners know what they know and demonstrates accountability in teaching (Vella, Berardinelli & Burrow, 1998).

Outcomes-based education (OBE) is defined as a “...comprehensive approach to organizing and operating an education system that is focused in and defined by the successful demonstrations of learning sought from each student” (Spady, 1994:191). OBE involves restructuring curricula, assessment and reporting practices in education to reflect the achievement of high order learning and mastery rather than accumulation of course credits (Tucker, 2004). Having decided what are the key things students should understand and be able to do or the qualities they should develop, both structures and curricula are designed to achieve those capabilities or qualities. Educational structures and curriculum are regarded as means not ends (Willis & Kissane, 1995).

OBE and outcomes-focused education (OFE) are often confused or used synonymously. An OBE system is one in which the outcomes drive the whole course content and assessment structure. OFE is one in which learner outcomes (the result of student learning) are specifically identified in discipline-based courses and units. The assessment processes are designed specifically to assess the learners’ achievement of the outcomes (Tucker, 2004). In this research OBE and OFE are used interchangeably. Behind these definitions lie an approach to planning, delivering and evaluating instruction that requires administrators, teachers and learners to focus their respective attention and efforts on the desired results of education (Killen, 2000) and to be accountable for what transpires (Spady, 1994; Vella et al., 1998). Proponents of OBE assume there are many ways in which to arrive at the same results. OBE is currently favoured internationally in countries such as Canada, South Africa, New Zealand, UK and the United States (Malan, 2000). The roots of OBE go back a long way in history.

3.3.3.2. The roots of outcomes-based education

An outcomes-based approach to education dates back some 500 years to the craft guilds of the Middle Ages in Europe in the form of apprenticeship training models. There are many examples

still in place today (Spady, 1994). Several authors (King & Evan, 1991; Malan, 2000) analysed past educational reforms that influenced OBE and identified the following:

- ◆ In 1950, Tyler identified fundamental issues that are important when developing and planning instruction, including purpose, content, organisation and evaluation. He believed that objectives were essential for systematic planning and identifying the required learner behaviour post instruction as well as the content and context within which to apply it. His curriculum design approach continued to influence teaching for several decades and the basic philosophy for outcomes-based design is rooted there (Arjun, 1998, cited in Malan, 2000)
- ◆ Bloom's taxonomies for educational objectives emerged in the 1950s and helped to determine whether learners had attained acceptable standards compared to desired learning outcomes. His mastery learning theory was based on the premise that with sufficient opportunities and support from an appropriate learning environment most learners are successful in their learning tasks. This notion is reflected in OBE. Other characteristics of mastery learning include:
 - ascertaining prerequisite knowledge or skills to attain goals (outcomes);
 - a flexible time frame to attain goals (outcomes);
 - using different media and materials to create enriched teaching/learning contexts; and
 - formative evaluation to provide feedback for both teaching and learning improvement.
- ◆ Competency-based education was introduced in the 1960s in North America in response to growing concerns that students were not being taught what they required after they left school. Malan (2000) summarises the following components from the literature on competency-based education, noting their prominence in OBE:
 - explicit learning outcomes with respect to the required skills and concomitant proficiency (standards for assessment);
 - a flexible time frame to master skills;
 - a variety of instructional activities to facilitate learning;
 - criterion-referenced testing of the required outcomes;
 - certification based on demonstrated learning outcomes;
 - adaptable programmes to ensure optimum learner guidance; and
 - support for the notion that the learner is accountable for his or her own achievement.
- ◆ In 1963, Glaser described criterion-referenced measurement as that which locates a student's test behaviour on a continuum ranging from no proficiency to perfect performance. Criterion-referenced instruction and assessment is based on attaining specific outcomes and on testing for competence in terms of stated criterion. This form of instruction compares a learning outcome or mastery of competencies with a predetermined

external standard. Success is measured by demonstration of standards followed by remedial intervention as required. Criterion-referenced assessment is the preferred mode of assessment in OBE.

- ◆ Spady's (1994) outcomes-based education approach closely resembles Mager's (1984) guidelines in terms of expected performance, conditions under which it is attained and standards for assessed quality. OBE curriculum assessment and learners' competence can be compared to specific criteria. Competence in the required outcome (learner behaviours) is demonstrated within a specific time frame and context.

OBE is explored in greater detail in the following sections.

3.3.3.3. Outcomes-based education philosophy

Outcomes-based education can be regarded as a theory (or a philosophy) of education (Killen, 2000). Within OBE there are a certain set of beliefs and assumptions about learning, teaching and the systemic structures within which activities take place. Spady (1996) proposes three basic assumptions: all learners can learn and succeed; success breeds success; and teaching institutions (schools) control the conditions of success.

Killen (2000) defines two basic types of outcomes. The first includes performance indicators which may be measured in terms of test results, completion rates, and post-course employment. It also emphasises learner mastery of traditional subject-related academic outcomes/content and some cross-discipline outcomes (such as problem solving or working cooperatively). The second is less tangible and is usually expressed in terms of what the learners know, are able to do or are like as a result of their education. It stresses long-term, cross-curriculum outcomes which relate to future life roles of the learner (such as being a productive worker, a responsible citizen or parent). These two approaches are what Spady (1994) respectively calls traditional/transactional (content-based) and transformational (outcomes-based) learning systems (see Table 12). The latter is the focus of this research and includes standards to be consistently demonstrated by the learner at the end of a significant learning experience (Spady, 1996).

Table 12: Content-based learning versus outcomes-based learning (Spady, 1996)

Content-based learning system	Outcomes-based learning system
■ Passive students	■ Active learners
■ Assessment process – examination and grade driven	■ Continuous assessment
■ Rote learning	■ Critical thinking, reasoning, reflection and action
■ Content-based/ broken into subjects	■ Integration of knowledge, learning relevant / connected to real life situations
■ Textbook/worksheet-focused and teacher-centred	■ Learner-centred and educator / facilitator uses group / teamwork
■ See syllabus as rigid and non-negotiable	■ Curriculums are designed to allow for innovation and creativity when designing programmes / activities
■ Teachers/trainers responsible for learning ■ Learners motivated by personality of the teacher	■ Learners take responsibility for their learning ■ Learners motivated by constant feedback / affirmation of worth
■ Emphasis is on what teacher hopes to achieve	■ Emphasis is on outcomes – what learner becomes and understands
■ Content placed in rigid time frames	■ Flexible time frames - learners work at own pace
■ Stay in single learning institution until complete	■ Learners can gather credits from different institutions until they achieve qualification
■ Previous knowledge and experience in learning field is ignored ■ Each time attends whole course	■ Recognition of prior learning: after pre-assessment ■ Learners are credited with transfer credits elsewhere

3.3.3.4. Principles of outcomes-based education

Four principles guide the transformational OBE approach. Taken together, they strengthen the conditions for both learner and teacher success: clarity of focus; design down; high expectations; and expanded opportunities (Spady, 1994). Clarity of focus infers that curriculum development, implementation and evaluation should be geared by the outcomes which are expected as the culminating demonstrations of the learners. The principle clearly delineates that the articulation of the desired end point is essential for successful outcomes (Willis & Kissane, 1997). Curriculum planners and educators have to identify a clear focus on what they want learners to be able to demonstrate at the end of significant learning time. Once these outcomes have been identified, the curriculum is constructed by backward mapping of knowledge and skills. The design down

aspect infers that all curricular and educational activities should be designed back from the point where the exit outcomes are expected to happen. The principle of high expectations elicits a higher level of standards than would normally be set, as only those can be labelled completed (Spady, 1996). Expanded opportunities provide for a flexible approach in time and teaching methodologies matched against the needs of the learner allowing more than one opportunity to succeed (Killen, 2000). The principles of OBE, and their application, are summarised in Table 13 below.

Table 13: Outcomes-based principles – explanation and application to practice (Spady, 1996; Killen, 2000)

OBE principles	Explanation	Application to practice
Clarity of focus	<ul style="list-style-type: none"> ■ Focus on what teachers want learners to be able to do successfully 	<ul style="list-style-type: none"> ■ Help learners develop competencies ■ Enable predetermined significant outcomes ■ Clarify short- and long-term learning intentions ■ Focus assessments on significant outcomes
Design down	<ul style="list-style-type: none"> ■ Begin curriculum design with a clear definition of the significant learning that learners are to achieve by the end of their formal education 	<ul style="list-style-type: none"> ■ Develop systematic education curricula ■ Trace back from desired end results ■ Identity learning building blocks ■ Link planning, teaching and assessment decisions to significant learner outcomes
High expectations	<ul style="list-style-type: none"> ■ Establish high, challenging performance standards 	<ul style="list-style-type: none"> ■ Engage deeply with issues they are learning ■ Push beyond where learners would normally have gone
Expanded opportunities	<ul style="list-style-type: none"> ■ Learners do not all learn same thing in same way in same time 	<ul style="list-style-type: none"> ■ Provide multiple learning opportunities matching learners' needs with teaching techniques

3.3.3.5. The purpose of outcomes-based education

Spady (1996) emphasises that the decision of what and whether the learners learn is more important than when it happens and through what means (how) they learn it. He therefore identifies two key aims for OBE.

While all learners can learn and succeed, they cannot all do so on the same day because learners have different learning rates and learning styles. Furthermore, since successful learning breeds more successful learning, the importance of having a stronger cognitive and psychological foundation of prior learning cannot be underestimated. Since the conditions directly affecting learning are under the educational system's control, learning is dependent on the willingness of teachers and others to believe in the approach, and to support learners in their learning. As educators focus more broadly on accomplishing results as opposed to simply providing a service, OBE differs greatly from more traditional forms of education, most notably in its overall approach

(framework); perception of time; what and how standards are assessed; and how performance is determined (Spady, 1994) (see Table 13). It is also important that conditions and opportunities be established that enable and encourage all learners to achieve the essential outcomes (Spady, 1996).

OBE educators are facilitators of learning who support the learners to become independent thinkers and ultimately manage themselves and their careers (Killen, 2000; Wallace, 1996). The OBE educator also acts as an experienced mentor advising learners about learning and their approaches to life (Geysler, 1999). There are many positive aspects to OBE, particularly from a transformational viewpoint. OBE supports a rational approach to education as a means to an end rather than an end in itself and promotes cooperative as opposed to competitive learning. It demands that those who plan, manage and account for what happens, will focus their efforts on learning and attainment of desired outcomes as opposed to curriculum content and achievement of grades. Learning is no longer time and teacher dependent. Learners, educators and others who support learning have to become more attuned to creating the conditions that support learning and to the attainment of desired outcomes. Part of the success of OBE lies in its inherent encouragement of continuous growth and ongoing improvement (Spady, 1994). Assessment of outcomes-based learning is described in the next section.

3.3.3.6. The assessment of outcomes-based learning

Assessment on OBE is a continuous activity. The concepts assessment and evaluation have been used interchangeably over time, but they refer to different processes. Evaluation enables an answer “How good?”. It requires that judgement about the learner’s knowledge, behaviour/performance and values/attitude should be made. Van der Horst and McDonald (1997:10) state that assessment is a strategy for measuring competence (knowledge, behaviour/performance and values/attitude). According to Spady (1994: 18) the key word to assessment is *demonstration* (of competence). A range of instruments can be used to assess learning outcomes. Assessment instruments for outcomes-based learning, however, should be directed to the prescribed evidence-based criteria that are acceptable to the professionals (Shumway & Harden, 2003). The four most common criteria to take into account when choosing instruments are the following:

- ◆ *Validity*. The instrument should be valid in that the assessment instrument (e.g. test or case study) measures what it is suppose to measure. It is not the instrument but the score that is the concern. Shumway and Harden (2003) note that validity includes three aspects:

- *Content validity* is determined by a review of the assessment instrument and the extent to which it measures what it is suppose to measure.
- *Criterion-related validity* is the comparison of a test score against a known criterion of the expected performance.
- *Construct validity* is the collection of indirect assessment that the assessment instrument measures what it purports to measure, including the different levels of learning.
- ◆ *Reliability*. The reliability of an assessment instrument is determined by its consistency, generalisability and reproducibility and the extent to which scores would be similar if retested. If the assessment results cluster around each other, it can be said the evaluation is reliable (Shumway & Harden, 2003).
- ◆ *Impact*. The impact of the assessment instrument on the learner is driven by the content, structure (or format); what is asked and its frequency; timing; and the number of repeat examinations (Van der Vleuten, 1996).
- ◆ *Practicality*. The assessment practicality depends on the resources and expertise available and the cost incurred when undertaking it. Costs include the start-up and continuing resources required for development, implementation, monitoring and evaluation. It should also be assessed against the benefit it adds to learning and teaching (Shumway & Harden, 2003).

Table 14: Characteristics of learning systems: content-based versus outcomes based (Spady, 1996)

Learning system characteristics	Content-based (traditional/transactional)	Outcomes-based (transformational)
Framework	<ul style="list-style-type: none"> ■ Predefined curriculum, assessment and credentialing in place ■ Structures ends, no defined learners' outcomes 	<ul style="list-style-type: none"> ■ Curriculum, instructional strategies, assessment and performed standards ■ Structures support outcomes, flexible and a means to define learning ends
Time	<ul style="list-style-type: none"> ■ Inflexible constraint for educator and learner schedule controls learning 	<ul style="list-style-type: none"> ■ Used alterable source – match needs of educator and learners
Performance standards	<ul style="list-style-type: none"> ■ Comparative and competitive approach ■ Linked to predetermined curve or quota of possible successes 	<ul style="list-style-type: none"> ■ Learners potentially able to receive credit for achieving performance standards ■ No quotas / standards pursued
Learning assessments	<ul style="list-style-type: none"> ■ Continuous testing and permanent grading ■ Mistakes on permanent record: best grades and records fast and consistent performers ■ Slower learners never catch up ■ Never assesses/ documents what learners can ultimately do successfully 	<ul style="list-style-type: none"> ■ Macro view learning and achievement ■ Mistakes inevitable steps in developing, internalising and demonstrating high level of performance capabilities ■ Ultimate achievement is what able to do

Shumway and Harden (2003) have classified assessment instruments in the following way:

- ◆ *Written assessments* – e.g. short essays, short answer questions, multiple choice questions, customer care and management problems (also referred to as problem-based learning) reports; critique of documentation (incident reports, performance evaluations, policies and procedures); research proposals and project reports;
- ◆ *Practical assessment* – e.g. objective structured practical examinations; classroom or clinical teaching; management round;
- ◆ *Observation* – e.g. competence checklist; performance / evaluation rating scales; competence assessment – service provision and management; management functions; teaching; evidence-based / research practice;
- ◆ *Portfolios and other records of performance* – e.g. content and format of professional portfolios; structured curriculum (curriculum); strategic, operational and disaster plans; minutes of meetings; management reports.
- ◆ *Peer and self-assessment* – e.g. peer report and self-report; reflective practice report; career management plan.

4. RESULTS AND DISCUSSION

The conceptual framework was used to identify national and international standards in wine and education. This identification process was conducted via a literature search on current accreditation (which included quality improvement and standards) and education trends, an internet search on the following countries: South Africa, United Kingdom, USA and Australia, as well as personal communications. The data collection, analysis and interpretation were conducted simultaneously. Strategies of reasoning implemented in the process were analysis, deduction and synthesis to support the goal of the research.

The data collection process took place between February and May 2006 via the internet, current and available literature and personal communication. Information obtained by personal communication was from the following sources:

- ◆ SAQA personnel
- ◆ Quality and Curriculum Assessment Authority personnel (UK)
- ◆ Mrs Marilyn Cooper CWM, the principal of the CWA
- ◆ WSET qualifications accreditation officer (UK)
- ◆ Cape Town Tourism personnel
- ◆ Mr A Morgental, WOSA
- ◆ Ms Nina le Roux, Stellenbosch Wineroutes
- ◆ MS Bonita Malherbe, Robertson Wine Route

- ◆ Mr Henry Horne, Vineyard Academy

4.1. General principles for accreditation

Accreditation was identified as a process of setting national standards and measuring the compliance thereof. The definition of accreditation according to the ETQA regulations, is as follows: “ The certification, usually for a particular period or time, of a person, body or institution as having the capacity to fulfil a particular function in the quality assurance system setup according to SAQA in terms of the Act.” (SAQA, 1997).

The following are the general principles for an accreditation programme:

4.1.1. Establishment of an internal QI programme (van der Merwe, 2005)

- Formulation of a philosophy/mission statement. This is a general statement of the purpose for the existence of an organisation, setting out the aims to be accomplished. It is the mental image of something not actually visible. The strategies include actions by which objectives of the organisation are met.
- The identification and development of service standards: Standard development necessitates that a committee, eg. SGBs, be established. The committee should consist of experts, educators, managers, members and stakeholders in the wine industry. The standard development consists of a step by step process which includes identification of standards, establishing the work group and identifying the function of the work group. Standards are classified according to structure, process and outcome.
- The assessment/evaluation of standards: Assess/evaluate the current service delivery against the set standards. Assessment methods may include observation, interviews, questionnaires and formal written examinations. In the case of questionnaires and written examinations, these should be validated and tested for reliability.
- Corrective action should be implemented when deviation in service delivery is detected. Corrective action can be in the form of in-house training, continuous professional development, disciplinary action and dismissal.

- Re-evaluation should be done to determine whether any improvement has taken place. It is therefore essential that corrective action is followed up by re-evaluation.

4.1.2. Validated and reliable standards

Validated and reliable standards must be developed by a group of experts in the field of service. Mason (1994) and the NQF follow the same steps of standards development. See table 8.

4.1.3. Accreditation, standard setting and QI

Accreditation, standard setting and QI are group efforts, e.g. SGB's. In South Africa accreditation programmes are implemented based on the guidelines for accreditation according to SAQA (www.saqa.org.za). Standard setting occurs according to SAQA and Mason's guidelines (see tables 11 and 12), and OBE (See tables 13 and 14).

4.2. Standards for specific countries

As stated previously, standards can be classified according to structure, process and outcome. Structure standards include the structural elements e.g. philosophy, mission, qualifications, curricula, policies, rules and regulations, procedures, instructions and legislation of the specific country. Process standards include all the step by step actions taken to implement the structures enabling the individual(s) to obtain the outcome or the end result.

The following formal and informal standards were identified in the literature:

4.2.1. South Africa

The Cape Wine Academy (CWA) is the best-known and recognized wine education institute in South Africa outside of tertiary institutions. The principal of the CWA was included in a recent publication by Wine magazine on the most influential individuals in the South African wine industry (Wine, 2006). The CWA is also the only wine education institute included in the SA Wine Industry Directory 2005/6.

Informal, unvalidated structure standards are present at the CWA. These standards can be used as part of an accreditation programme in South Africa once these have been restructured according to the NQF guidelines for accreditation to include process and outcome standards.

The structure standards found are listed below:

- Website (www.cwa.co.za)
- Mission/vision
- Quality management strategies
- Level 1 Tertiary Preliminary Wine Course (Hospitality and Tourism)
- Qualification Objectives.

4.2.2. United Kingdom

The only institution accredited by a national accreditation organisation was found in the UK, namely in WSET accredited by the QCA. The standards used by WSET are not described as formal standards, but identified as such according to the criteria for structure, process and outcome standards. Table 15 depicts the structure, process and outcome standards identified at WSET.

Table 15: WSET Structure, Process and Outcome Standards (www.wset.co.uk)

Structure Standards

- Website
- Qualification objectives
- Philosophy / Mission statement
- Level 1 Certificate in Wines (Hospitality)
- Level 1 Certificates in Wine (Retail)
- Level 2 Certificate in Wines and Spirits
- Level 2 Professional Certificate in Spirits
- Level 3 Certificate in Wines and Spirits
- Level 4 Diploma in Wines and Spirits
- Level 5 Honours Diploma in Wines and Spirits

Process Standards

- How to prepare for a qualification
- Develop of key skills
- Update information
- Implement Equal Opportunities Policy
- Provide a Customer Service Statement
- Inform re UK Scholarship Scheme

Outcome Standards

These are described for each qualification under structure standards, specifically in the certificates & diplomas

4.2.3. Australia

As described in Table 2, the Australian Wine Education Society has recently merged with the Australian Society of Viticulture and Oenology and a sub-committee on education is presently reviewing wine education standards. There are therefore no recorded standards at present. **See 4.2.2. above for the only currently used and accepted international standards.**

4.2.4. USA

Some informal, unvalidated standards on wine education were found, but no formal standards. The informal standards include purpose, curriculum, three levels of certificates, eligibility and course requirements. No accreditation with a national accreditation organization was found.

5. CONCLUSIONS

To enable the researcher to answer the research question, the goal of the research and conclusions, a qualitative strategy through a survey of current literature on wine, accreditation and education was implemented. In qualitative research humans are viewed as complex, largely unpredictable beings with differences and needs that override predictable natural laws of behaviour. The role of research is to deepen the understanding of human behaviour through detailed study of human thought and behaviours. Thus the aim of the qualitative research is to discover how individuals construct meaning in their contextual setting by exploring their values, interpretative schemes, mind maps, belief systems and rules of living (Cavana, Delahey & Sekaran, 2001).

In keeping with the mission of SAQA, namely: "In 1994 the international community witnessed the birth of a new democracy and welcomed the new South Africa as the most recent member of its global village." In accepting that honour, this country took on the associated challenges of that position.

Only the UK has "standards" as part of their educational programme, but it does not comply with SAQA requirements. The "standards" currently utilised by need to be remediated to fulfil the stipulated criteria for SAQA.

Many countries all over the world are looking for better ways of educating their people and organising their education and training systems so that they might gain the edge in an increasingly competitive economic global environment. Furthermore, the world is an ever-changing place, politically, geographically and technologically. Indeed, the rapid technological advances of the twentieth century have placed education systems under extreme pressure as they try to adapt and incorporate these changes in an effort to produce more creative, effective and adaptable people. Success, or even survival, in such a world demands that South Africa has a national education and training system that provides quality learning, is responsive to the ever-changing influences of the external environment and promotes the development of a nation that is committed to life-long learning.

When learners know that there are clear learning pathways which provide access to, and mobility and progression within education, training and career paths, they are more inclined to improve their skills and knowledge, as such improvements increase their employment opportunities. The increased skills base of the workforce has a wider implication namely the enhancement of the functional and intellectual capability of the nation, thereby increasing our chances for success in the global community.

Sir Christopher Ball (1996) in describing the kind of learner profile that is suited to the 21st century, spoke about 'flexible generalists'. Ball maintained that such people are needed to realise the goal of life-long learning which, with the ever-increasing human longevity, will characterise the successful citizenry of the next millennium. 'Flexible generalists' are people equipped with the necessary knowledge, skills and values to adjust readily to multiple career changes and make, through their own personal development, a significant contribution to the life of this country and the world. The shift in thinking is from education for employment – developing the ability to do a specific job - to education for employability – developing the ability to adapt acquired skills to new working environments. The new education and training system must be able to support the notion of an adaptable workforce " (SAQA, 1995).

The accreditation programme should conform with the SAQA philosophy, giving learners the opportunity to earn national and international recognised qualifications (see 2.1 and figure 1). This is especially important with the globalisation of the workforce and the increase of work opportunities open to South African workers in South Africa and abroad. In the wine industry this is of special importance in view of the vast and rapid increase of tourism to South Africa and particularly in the increase in wine tourism. Visitors to the winelands, restaurants and hotels demand to be served by informed and well trained staff when showing an interest and ordering wine. South Africa has often been accused of poor service and training in the hospitality industry (see section 3.1).

The development of an internal quality improvement programme is necessary for the successful implementation of any accreditation programme. Standards form an essential part of the quality improvement process. The formulation of standards is a structured process and specific training is required in order to formulate valid and reliable standards.

6. RECOMMENDATIONS

The preparation for accreditation is essentially the development and compliance of a QIP with the input from the individual stakeholders in the specific institution (see figure 1). A QI programme has been identified as a structure standard with the coordinating steps for developing as the process standards. Utilise the process standards (steps) as set out in section 4.4.1. for the establishment of an internal QI programme. See also section 3.2.

Quality improvement in any enterprise is a systematic process, with commitment from all individuals and the necessary support from management and the staff development department (Van der Merwe, 2003). This quality improvement process should be structured according to the needs of the staff, customers and the industry goals.

To initiate a quality improvement process, the following process standards are required:

- ◆ Select a quality improvement committee.

- ◆ Formulate structure, process and outcome standards according to SAQA and Mason [1984] guidelines (staff members who are responsible for implementation of the standards should be involved in this process). See tables 11, 12, 13, 14.
- ◆ Set a programme for the implementation of the standards (implement one or two standards at a time).
- ◆ Evaluate implemented standards against the actual work performance, according to a specific time and date period. Liaise with the teaching staff about the time frame.
- ◆ Implement a problem solving strategy for remediation/corrective methods in conjunction with teaching staff.
- ◆ Evaluate and remediate all teaching and management actions and activities continuously as a group effort in the establishment.

A QIP for a wine education institute consists of the following standards developed in the following chronological order (see appendix for an example of standards {information} that should be included in the QMS documentation of the QIP for accreditation):

6.1. Organizational management including the following:

- Primary focus
 - * Provider's primary focus
 - * Single purpose, private provider
- Legal entity
 - * Registered as a legal entity
 - * Levy paying organisation to Theta
- Constituency
 - * Single purpose, private provider
 - * Not accredited by another ETQA
- Organizational capacity
 - * Organogram included
 - * Vision & Mission included
 - * Strategic objectives reflect justifiable need for accreditation
- Evidence of financial viability/sustainability
 - * Business plan
 - * Auditor's report
 - * In-house training budget

6.2. Quality management systems (QMS) including the following:

- QMS policies on education and training practices
 - * Managing the QMS
 - * Managing learning delivery
 - * Managing Assessment
 - * Managing administration
 - * Managing staff development
 - * Manage learnerships
- Policies on the management of QMS
 - * QMS vision
 - * Senior management support/commitment
 - *Maintenance, access & distribution of policies
- Policies on maintaining the QMS
 - * Sub-standard practice/EDT conformance
 - * Review and audit practice
- Policies on managing learning
 - * Needs analysis and research practice
 - * Design and development strategy
 - * Unit standard alignment
 - * Workplace alignment
 - * Variety of learning methods
 - * Theory/practice integration
- Policies on reviews on evaluation
 - * Material
 - * Facilitator
 - * Assessment
 - *Learning experience
- Policies on management of assessment
 - * Organizational alignment to assessment principles
 - * Assessment purpose, process and practice
 - * Role player development and management
 - * RPL purpose, process and practice
- Policies on moderation
 - * Strong moderation focus/purpose, process & tools
 - * Role players and management
- Policies on learner support
 - * Learner selection, registration and induction
 - * Learner access to support in provision and workplace

- * learner access to appeals process & complaint resolution
- Policies on administration management
 - * Learner record keeping requirements & maintenance
 - * Database maintenance
 - * Access & confidentiality of records, guides and reports
 - * Theta certification management and liaison
 - * Reporting and administrative capacity
- Policies on criteria of selection, development and appraisal of EDT staff
 - * Assessors
 - * Moderator
 - * Coaches, mentors & facilitators
- Access to resources for research
 - * Media, books, internet
- Evidence of structured learning practices
 - * Training and assessment schedule
- Evidence of EDT staff management
 - * Contracts stipulate deliverables

6.3. Administrative systems evaluation

- Samples of learner records and assessment guides
 - * Types of records kept
 - * Typical admin records relating to learning programme
- Database shows learner management
 - * Learner details
 - * Learning programme details
 - * Assessor management
 - * Certification management
- Evidence storage
 - * Safety and confidentiality
 - * Access and retrieval system

6.4. Physical resources evaluation

- Lecture rooms
- Breakdown of equipment per course
- Compliance with Health and Safety Act
 - * First aid kits
 - * Evacuation procedures

6.5. EDT Staff

- Registered and qualified assessors, moderators and support staff

- * Registration numbers from ETQA
- * CV's of assessors and moderators
- * Qualifications of EDT staff
- Resources to fulfil EDT functions
 - * Staff development plan
 - * Evidence of development
 - * Access to unit standards and qualifications
 - * Access to research resources
- Established system to review performance of practitioners and assessors
 - * Copy of performance of assessor
 - * Code of conduct
 - * Contracts.

7. SUMMARY

The quality of life of the inhabitants of a country can be improved by sound educational policies and proper implementation of such policies. Historical fragmentation and inequities of the education system have necessitated an education and training paradigm shift in South Africa in accordance with its transition from “apartheid” to democracy in 1994. The development of a national outcomes-based qualifications framework seemed like an obvious strategy to eliminate many of the disparities in South African education. To this end the South African Qualifications Authority (SAQA) Act was promulgated in October 1995. The South African government envisaged that OBE will be the vehicle for transformation for education in South Africa. This will ensure that learners gain knowledge, skills and values that allow them to contribute to their own success, as well as their families, communities and the nation as a whole. The quality of an educational system can be judged from three different perspectives, namely from the inputs in a system (e.g. finances, resources and the infrastructure), what happens within the system (organization, control and delivery of education and training) and the outputs of the system (products/results of the education).

One of the characteristics of quality education is the continuous strive for excellence. Quality is therefore the characteristic of excellence as applied in the practice of service through education. **In striving for excellence, the quality of education should be continuously evaluated and improved.** The principles of quality improvement requires that a quality improvement programme

be implemented, valid and realistically based, where all concerned are involved and committed to the process, and that QI should be a continuous process. The QI process consists of the formulation of standards, assessment of activities and the implementation of remedial action. This QI programme forms the basis of accreditation.

Institutions are concerned with efficient and effective approaches to service delivery. The institution proves it worth by anticipating its consumer needs and plans a learning programme cognizant of the need to correlate activities with institution's mission and outcomes. Planning that meets the needs of the wine education learners not only provides the ability to meet job expectations, but also experiences for professional growth, development and satisfaction.

A thoughtful planned learning programme provides a blueprint for education and training. The design of a learning programme for different levels of wine education that is adaptive, learner-focused and integrated, assists learners to acquire the necessary skills and competencies to achieve their goals. In an accredited system this allows for the recognition and transferability of key skills on a national and international level.

An accredited wine education institute is of utmost importance to the wine industry of South Africa as it will provide quality, validated and international recognized education and training to workers in the wine and wine tourism service industry. This is especially important in view of the vast growth of national and international wine tourism to our shores.

This research is unique. No standards for wine education in South Africa could be found in the literature, nor the world wide web. By becoming accredited according to the requirements of SAQA (which is based on the set of internationally agreed principles), South Africa can take the lead in wine education standards.

8. REFERENCES

Abruzzese, RS. 1992. *Nursing Staff Development: Strategies for Success*. St. Louis: Mosby-Yearbook, Inc.

Affara, FA & Styles, MM. 1991. *Nursing Regulation: From Principle to Power*. Geneva: International Council for Nurses.

American Nursing Association (ANA), 2000. *Standards for professional development*. Kansas City

American Wine Society: <http://www.americanwinesociety.com>

Arjun, P. 1998. *An evaluation of the proposed new curriculum for schools in relation to Kuhn's conception of paradigms and paradigm shifts*. South African Journal of Higher Education, 12(1), 20-26. Cited in B. Malan, 2000. The new paradigm of outcomes-based education in perspective. Tydskrif vir Verbruikerwetenskappe, 28, 22-28. <http://www.up.ac.za/academic/acadorgs/saafecs/vol28/malan.html>

Australian Society of Wine Educators: <http://www.aswe.org.au>.

Bevis, E., & Watson, J. 1989. *Toward a caring curriculum: a new pedagogy for nursing*. New York: National League for Nursing.

Boyer, E. 1990. *Scholarship reconsidered: priorities for the professoriate*. Princeton. New Jersey: The Carnegie Foundation for the Advancement of Teaching.

Bryant, R. 2005. *The global nursing review initiative: issue 1: Regulation, roles and competency development*. Geneva: International Council of Nurses. <http://www.icn.ch/global/Issue1Regulation.pdf>

Canadian Nurses Association & Canadian Association of Schools of Nursing. 2004. *Joint position statement: Flexible delivery of nursing education programs*. Ottawa: Author. http://www.cna-nurses.ca/pdfs/PS_pdfs/PS76_educational_prep_e.pdf

Carey, RG & Lloyd, RC. 2001. *Measuring Quality Improvement in Healthcare – A Guide to Statistical Process Control Applications*. Milwaukee: Quality Press.

Cavana, R., Delahaye, B & Sekaran, U. 2001. *Applied Business Research: qualitative and quantitative methods*. Australia: John Wiley and Sons

Clarke, JB & Warr, J. 1997. Academic Validation of Prior and Experimental Learning: Evaluation of the Process. *Journal of advanced Nursing*, December 26(6): 1235-1242.

Conti, G.J. & Kology, R.C. 1998. *Guidelines for selecting methods and techniques*. In M.M. Galbraith (Ed.). *Adult learning methods: a guide for effective instruction* (2nd edn., 73-89). Malabar, Florida: Krieger Publishing Company.

Coetzee, L & Muller, M. 1995. *Standards for Nursing Agencies*. *Raucur* 1(1): 17-23).

Crosby, PB. 1984. *Quality Without Tears: The Art of Hassle-Free Management*. New York: McGraw–Hill.

Department of Education. 1997a. *Curriculum 2005. Lifelong Learning for the 21st Century*. February. Pretoria: Government Press.

Department of Education. 1997b. *A Programme for the Transformation of Higher Education*. Education White Paper3, Notice 1196 of 1997. July. Hyperlink [<http://www.saga.org.za>].

Donabedian, A. 1986. Criteria and Standards for Quality Assessment and Monitoring. *Quality Review Bulletin*, 12(3): 99-108.

Elias, J.L. & Merriam, S.B. 1995. *Philosophical foundations of adult education*. (2nd edn.). Malabar, Florida: Krieger Publishing Company.

Elliot, G. 1999. Criteria and Guidelines: Education and Training Quality Assurance Bodies (ETQA's). *SAQA Bulletin*, 2(3). Hyperlink [<http://www.saga.org.za>].

Finnie, R. & Usher, A. 2005. *Measuring the quality of post-secondary education: concepts, current practices and a strategic plan*. Ottawa, Canada: Canadian Policy Research Networks. www.cprn.org

French, E. 1998. Ways of Understanding Integration in the NQF. *SAQA Bulletin*, 1(2). Hyperlink [<http://www.saga.org.za>].

Geyser, H. 1999. *Phase 2: workshop 1: developing OBET programmes for higher education*. Higher Education Policy Unit, Rand Afrikaans University, Johannesburg.

Gunthorp, J. 1998. Criteria for the Generation and Evaluation of Standards and Qualifications on the National Qualifications Framework. *SAQA Bulletin*, 2(1). Hyperlink [<http://www.saga.org.za>].

Hands, P. & Hughes, D. 2001. *New World of Wine from the Cape of Good Hope*. Stephan Philips.

Hawkins, JM, Weston, J & Swannell, JC. 1992. *The Oxford Study Dictionary*. Glasgow: Harper Collins.

Juran, JM. 1989. *Juran on Leadership for Quality: An Executive Handbook*. New York: The Free Press.

Kegan, R. 2000. *What 'form' transforms? A constructive-development approach to transformative learning*. In J. Mezirow & Associates (Eds.). *Learning as transformation* (pp 35-69). San Francisco: Jossey-Bass Wiley Company.

Kenny, G. 2004. The tensions between education and models of nurse preparation. *British Journal of Nursing* 13(2), 94-100. Cited in R. Bryant. 2005. *The global nursing review initiative: issue 1: regulation, roles and competency development*. Geneva: International Council of Nurses. <http://www.icn.ch/global/Issue1Regulation.pdf>

Killen, R. 1999. *Outcomes-Based Education in South Africa: Some Guidelines for Programming*. Unpublished manuscript. New Castle: University of New Castle.

Killen, R. 2000. *Outcomes-based education: principles and possibilities*. Unpublished Manuscript. Wentworth Falls, Australia: University of Newcastle Faculty of Education. http://www.schools.nt.edu.au/curricbr/cf/outcomefocus/Killen_paper.pdf

King, J.A., & Evans, K.M. 1991. Can we achieve outcomes-based education? *Educational Leadership*, 73-75.

Lewis, MMJ. 1999. *Education and Health: Pillars of Progress*. Unpublished inaugural lecture. Pretoria: Technicon Pretoria.

Macklin, NR & Mathews, JH. 1998. Ensuring Quality in Continuing Education. *American Journal of Nursing*, April 98(4): 60-62.

Malan, B. 1997. *Excellence through Outcomes*. Pretoria: Kagiso.

Malan, B. 2000. The new paradigm of outcomes-based education in perspective. Tydskrif vir Verbruikerwetenskappe, 28, 22-28. Retrieved October 5, 2004, from <http://www.up.ac.za/academic/acadorgs/saafecs/vol28/malan.html>

Marelli, TM. 1993. *Nurse manager's Survival Guide*. St. Louis: C.V. Mosby.

Mason, EJ. 1994. *How to Write Meaningful Nursing Standards*. New York: John Wiley and Sons.

Merriam, SB. 1998. *Qualitative Research and Case Study Applications in Education*. Jossey-Bass Publishers, San Fransisco.

Mouton, J & Marais, HC. 1990. *Basiese Begrippe: Metodologie van die Geesteswetenskappe*. [Basic Concepts: Methodology of the Human Sciences]. Pretoria: Raad vir Geesteswetenskaplike Navorsing (Human Science Research Council).

Muller, M. 1996a. *Nursing Dynamics*. Sandton: Heinemann.

Muller, M. 1996b. Quality Improvement in Health Care: A Fundamental Analysis and South African Perspective. *Curationis*, 14(4): 67-73.

Muller, M. 1998. *Nursing Dynamics*. Second edition. Sandton: Heinemann.

Muller, M. 1999. The Quality of Critical Care Service Management in South African Hospitals. *Health SA Gesondheid*, 4(2): 12-18.

Muller, M. 2003. *Nursing dynamics*. (3rd edn.). Sandton: Heinemann.

Neuman, WL. 2000. *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon.

Olivier, C. 1998. *How to Educate and Train Outcomes-based*. Pretoria: J.L. van Schaik.

Patton, MQ. 1990. *Qualitative Evaluation Methods*. Second edition. Thousand Oaks, California: Sage.

Pearsall, J. 1998. *The New Oxford Dictionary of English*. Oxford: Oxford University Press.

Philips, B. 1997. *Getting to grips with the National Qualifications Framework (NQF)*. Second edition. Johannesburg: NQF Network (Pty) Ltd.

Quality and Curriculum Assessment Authority: <http://www.qca.org.uk>.

Republic of South Africa. 1995. *South African Qualifications Authority Act, No 58 of 1995*. Pretoria: Government Printer.

Republic of South Africa. 1997. *The Higher Education Act, No 101 of 1997*. Pretoria: Government Printer.

Republic of South Africa. 1998. *The Skills Development Act, No 97 of 1998*. Pretoria: Government Printer.

Shumway, J.M. & Harden, R.M., 2003. The assessment of learning outcomes for the competent and reflective physician: *AMEE Medical Guide No 25*. Dundee: Association for Medical Education in Europe).

Southern Regional Education Board. 2002. *Nurse educator competencies*. Council on Collegiate Education for Nursing: Atlanta, Georgia. www.sreb.org

South African Qualifications Authority (SAQA). 1997, May/June. The Emergence of the NQF and SAQA. *SAQA Bulletin*, 1 (1). Hyperlink [\[http://www.saqa.org.za\]](http://www.saqa.org.za).

South African Qualifications Authority (SAQA). 1998a. *Annual Report to Parliament 1997/1998*. Hyperlink [\[http://www.saqa.org.za/docs/annual/annrep98.html\]](http://www.saqa.org.za/docs/annual/annrep98.html).

South African Qualifications Authority (SAQA). 1998b. *The National Qualifications Framework: A Total Quality System for Education and Training in South Africa*. Draft: August 1998. Hyperlink [\[http://www.saqa.org.za/docs/qualitycycle/html\]](http://www.saqa.org.za/docs/qualitycycle/html).

South African Qualifications Authority (SAQA). 1999a. *The National Qualifications Framework: An Overview*. Hyperlink [\[http://www.saqa.org.za/framework/overview.html\]](http://www.saqa.org.za/framework/overview.html).

South African Qualifications Authority (SAQA). 1999b. *N.Q.F. Information Page* Hyperlink <http://saqa.org/nqf.html>

South African Qualifications Authority (SAQA). 2000. *The National Qualifications Framework: An Overview*. Pretoria: South African Qualifications Authority.

South African Wine Industry Directory, 2005/6: Wineland Publications.

Spooner, A. 1991. *The Oxford Study Thesaurus*. Oxford: Oxford University Press.

Spady, WG. 1994. Choosing Outcomes of Significance. *Educational Leadership*, March: 18-22.

Spady, WG. 1996. *Dispelling the Myths about Outcomes-based Reforms*. Silverthorne: Breakthrough Learning Systems.

Tucker, B. 2004. *Literature review: outcomes-focused education in universities*. Perth: Learning Support Network, Curtin University of Technology.
<http://www.lsn.curtin.edu.au/outcomes/docs/LitReview.pdf>

Uys, HHM & Basson, AA. 1996. *Research Methodology in Nursing*. Pretoria: Kagiso.

Van der Horst, H & McDonald, R. 1997. *Outcomes-Based Education: A Teacher's Manual*. Pretoria: Kagiso.

Van der Merwe, T. 1994. *'N Model vir die Ontwikkeling van Verplegingstandaarde*. [A Model for the Development of Nursing Standards] Unpublished PhD dissertation, Randse Afrikaanse Universiteit (Rand Afrikaans University), Johannesburg.

Van der Merwe, T.D. 2003. *The practice environment as an indicator of quality*. Paper presented, March 2003. Riyadh, Saudi Arabia

Van der Merwe, T.D. 2005. *Quality nursing education: the essence of nursing practice*. Paper presented April 2005 at the Education – the Route to Transforming Nursing in Saudi Arabia Conference. Riyadh, Saudi Arabia.

Van der Vleuten, C.P.M. 1996. The assessment of professional competence: development, research and practical implications. *Advances in Health Sciences Education* 1(1): 41-67. Cited in J.M. Shumway & R.M. Harden. 2003. The assessment of learning outcomes for the competent and reflective physician: AMEE Medical Guide No 25. Dundee: Association for Medical Education in Europe.

Van Schalkwyk, M. 2005: *BEE, awards, challenges and statistics for tourism*.
http://www.fedhasa.co.za/newsletter/newsletter_article.asp?id=517

Vella, J. 2002. *Learning to listen: learning to teach: the power of dialogue in educating adults*. (Rev.edn.). San Francisco: Jossey-Bass A Wiley Company.

Vella, J., Berardinelli, P. & Burrow, J. 1998. *How do they know they know: evaluating adult learning*. San Francisco: Jossey-Bass Publishers.

Wallace, D. 1996. Experiential learning and critical thinking in nursing. *Nursing Standard*, 10(31), 43-47.

Willis, S. & Kissane, B. 1995. *Outcomes-based education: a review of the literature*. Perth: Education Department of Western Australia.

Willis, S. & Kissane, B. 1997. *Achieving outcomes-based education*. Perth: Education Department of Western Australia.

Wine, 2006: 10 Most influential people in South African wine. April: 46.

Wolcott, HF. 1994. *Transforming Qualitative Data: Description, Analysis and Interpretation*. Thousand Oaks: Sage Publications Inc.

THE CAPE WINE ACADEMY

Quality Management System

Index of Contents

Section	Description	Pol ref	Page No
	Index of Contents		3/4
1.0	Purpose		5
2.0	Scope		5
3.0	References		5
4.0	Vision and Mission Statement		6
5.0	Quality Management System Policies		7
	Policies Index		8
	Quality Management	CWAP 01	9
	Strategic Management	CWAP 02	10
	Registration and Accreditation	CWAP 03	11
	Marketing	CWAP 04	12
	Learning Programme Development, Delivery and Evaluation	CWAP 05	13
	Financial Management	CWAP 06	14
	Administration and Communication	CWAP 07	15
	Resource Management	CWAP 08	16
	Staff Selection, Appraisal and Development	CWAP 09	17
	Learner Entry, Guidance and Support	CWAP 10	18
	Work Site Management	CWAP 11	19
	Assessment Management	CWAP 12	20
	Reporting	CWAP 13	21
	Document and Record Management	CWAP 14	22
	Health and Safety Management	CWAP 15	23
	Management System Review	CWAP 16	24

Index of Contents

<u>Section</u>	<u>Description</u>	<u>Procedure Ref</u>
6.0	Quality Management System Procedures	
	Quality Management	CWASP 001
	Strategic Management	CWASP 002
	Registration and Accreditation	CWASP 003
	Marketing	CWASP 004
	Learning Programme Development, Delivery and Evaluation	CWASP 005
	Financial Management	CWASP 006
	Administration and Communication	CWASP 007
	Resource Management	CWASP 008
	Staff Selection, Appraisal and Development	CWASP 009
	Learner Entry, Guidance and Support	CWASP 010
	Work Site Management	CWASP 011
	Assessment Management	CWASP 012
	Reporting	CWASP 013
	Document and Record Management	CWASP 014
	Health and Safety Management	CWASP 015
	Management System Review	CWASP 016

Appendices: A – CWA Organisation chart (Quality Management) – 2003

1.0 Purpose

The purpose of this Policy and Procedures Manual is to document the requirements for the Quality Management System to be implemented by THE CAPE WINE ACADEMY, to achieve the CWA Vision and Mission and effectively implement CWA Policies and Procedures.

2.0 Scope

The Manual includes all Policies, Procedures and Review Mechanisms required for the effective implementation of each element of CWA's Quality Management System shown below:-

Quality Management

Strategic Management

Registration and Accreditation

Marketing

Learning Programme Development, Delivery and Evaluation

Financial Management

Administration and Communication

Resource Management

Staff Selection, Appraisal and Development

Learner Entry, Guidance and Support

Work Site Management

Assessment Management

Reporting

Document and Record Management

Health and Safety Management

Management System Review

3.0 References

South African Qualifications Act (Act 58 of 1995)

SAQA Regulation No R452 of 1998

SAQA Regulation No R1127 of 1998

Skills Development Act (Act 97 of 1998)

Skills Development Levies Act (Act 9 of 1999)

Employment Equity Act (Act 55 of 1998)

Schools Act (Act 84 of 1996)

Further Education and Training Act (Act 98 of 1998)

Higher Education and Training Act (Act 101 of 1997)

Adult Based Education and Training Act (Act 52 of 2000)

National Education Policy Act (Act 27 of 1996)

VISION STATEMENT

We strive to enhance, uplift and continuously improve the quality of our Education and Training products and services with the commitment of always:-

“SERVING THE LEARNER”

MISSION STATEMENT

The CWA has a mission to provide a high quality, cost effective education and training in the understanding and appreciation of the culture of wine to learners by:

- Provision of tuition and assessment of SAQA registered learning programmes
- Serving further education and training
- Working in national, sectoral and local contexts
- Being responsive to changes in the wine and education environment
- Maintaining and furthering our own knowledge and expertise to add value
- Encourage and support personal growth and achievement of learners and personnel alike
- Conducting the CWA business in a professional, responsible, accountable and ethical manner
- Promote the responsible consumption of alcohol.

Quality Policy (CWAP 01)

THE CAPE WINE ACADEMY (**CWA**) specifies the **Degree of Excellence** as “all activities of the organisation will be carried out in a systematic manner in accordance with defined and documented Policies and Procedures, will meet applicable legislative requirements, will be visible and auditable, and will ensure that the needs of Learners, Staff and Stakeholders are met.

To achieve this **Degree of Excellence** it is the stated **Policy** of THE CAPE WINE ACADEMY to establish and implement a formally documented **Quality Management System (QMS)**, which includes Policies, Procedures and Review Mechanisms, in order to gain, and maintain, accreditation as a Provider of Sectoral Education and Training.

The Quality Management System (QMS) is documented in the CWA Policy and Procedures Manual, Ref: CWA/PPM/01 which includes:

- CWA Policies Referenced as: CWAP 01 to CWAP16
- CWA System Procedures Referenced as: CWASP 001 to CWASP

016

CWA realise that Quality is the responsibility of all CWA personnel, and therefore will promote a **Quality Culture** within the organisation by means of sharing information, including personnel in decision making and delegating specific Quality Management functions, e.g. Quality System maintenance, to suitably skilled and competent persons.

The Management Board will form a **Quality committee**, from Directors of the Organisation, who will be allocated responsibilities for ensuring the effective implementation of specific CWA procedures. The Quality committee will meet on a regular, scheduled basis, to **review** the continued suitability and effectiveness of the Quality Management System, and **records** of reviews, and actions arising, will be maintained.

Where deficiencies are found, related to the operation of the QMS, corrective and preventative action will be taken to ensure **continual improvement** of CWA policies and procedures.

The Quality system has the full commitment of the CWA Management Board.

Strategic Management Policy (CWAP 02)

The **Strategic Management** of CWA is vested in the **Management Board** of the organisation and the **Professional Management** of the organisation, is undertaken by the **Principal**. It is CWA Policy therefore, that the Strategic Management of the organisation will be a joint effort between both parties, i.e. The Principal and the Management Board. The Management Board is composed of the following:-

- The Director/s of the organisation
- The Chairperson of the Management Board
- Educator Directors of the organisation
- Non-Educator Directors
- Learner Directors
- Stakeholder Directors

The CWA organisational structure is shown in appendix A of this Policy and Procedures Manual.

The Management Board of CWA is responsible for ensuring the following strategic management functions are implemented:-

- CWA is registered with the Service SETA
- CWA is accredited by the relevant ETQA
- CWA has a clear purpose and direction
- There is a five year strategic plan implemented
- There is an annual business plan implemented
- There is a Quality Management System implemented
- CWA Products and Services are effectively marketed
- CWA policies and objectives are clearly defined
- CWA organisational structures are established
- CWA responsibilities and authorities are documented
- Adequate resources are provided for services offered
- Regular management reviews are conducted
- There is consultation with external bodies

CWA internal Quality Management System audits will review the effectiveness of implementation of all Management Board functions.

Registration and Accreditation Policy (CWAP 03)

Registration

CWA will register as a Provider of Education and Training with the Department of Education in terms of the Higher Education Act / Further Education Act / Schools Act. *(as applicable)*

Accreditation

CWA will gain and maintain accreditation as a Provider of Education and Training from the relevant ETQA in terms of SAQA Regulation No R1127 of 1998.

In seeking accreditation the following issues will be considered:-

- a) Which is the applicable ETQA for THE CAPE WINE ACADEMY
- b) What are the applicable Institutional requirements for CWA 's Accreditation
- c) Which are the applicable Learning Programme requirements for CWA accreditation
- d) Which are the applicable NQF Bands and Levels of Primary Focus
- e) The relation of Bands and Levels to a Coherent, Progressive pattern of registered Standards and Qualifications within learning pathways
- f) The relation of the Standards and Qualifications to Articulation and Portability within learning pathways

Marketing (CWAP 04)

CWA will strive to promote, sustain and continually improve the provision of Education and Training services offered by the organisation by implementation of the following methods:-

- a) Identification of the needs of Learners related to current and future labour market needs, demographics, business and further skills development opportunities.
- b) Allocation of marketing responsibilities to identified individuals or groups.
- c) Promotion and effective communication of CWA's Products and Services, including clear, accurate information about content, delivery, assessment, guidance and learner support.
- d) Continual review of the Products and Services offered for sustained suitability and applicability.
- e) Continual review of resources is required to effectively provide such Products and Services.
- f) Maintenance of, and access to, a comprehensive and current database, including education and training and relevant labour market information, for use by all Learners.
- g) Maintenance of close links and/or partnerships with other education and training organisations, and local employment organisations.
- h) Implementation of a Quality Management System to ensure the continued Quality of Products and Services offered.

Learning Programme Development, Delivery and Evaluation Policy (CWAP 05)

CWA is committed to ensuring that Learning Programme Development, Delivery and Evaluation ensures, to the greatest extent possible, that Learners achieve the Outcomes of their selected Standards and Qualifications.

In order to implement this policy CWA will ensure that:-

- a) NQF principles are considered and incorporated into the Development, of all Learning Programmes provided by the Organisation, i.e. access, relevance, credibility, coherence, integration, flexibility, articulation, progression and portability.
- b) Through assessment, prior learning is recognised and credit given for learning, which has already been acquired through different ways, e.g. life experience.
- c) The elements of Learning Programmes are related to the purposes and outcomes of the registered Standards and Qualifications.
- d) Delivery and evaluation methods consider all relevant requirements necessary for the successful completion of the Learning Programme, e.g. language, delivery style environment and support resources.
- e) Learning Programme Development, Delivery and Evaluation reflect current National Policies, Strategies and Initiatives.

Financial Management Policy (CWAP 06)

CWA will appoint competent persons to be responsible for the Financial Management of all funds and assets. The organisation will maintain adequate financial resources to sustain the Quality of learning Services throughout successive periods of accreditation as a Provider.

Budgetary and Financial Management procedures will be implemented which will ensure that the CWA Vision and Mission are achieved.

No one person will have sole control over the organisation's funds or assets, and an asset register will be maintained.

An annual budget of expenditure will be drawn up and approved by the Management Board prior to being implemented.

Detailed statements of expenditure against budget will be maintained during the financial year and a summary presented to stakeholders at the CWA annual general meeting.

Persons made responsible for financial management of the organisation's funds and assets will be held accountable for funds or assets that are misused or misappropriated.

CWA will maintain a computerised Learner database, which will, inter alia, manage Learners accounts.

CWA will manage purchasing activities by establishing an approved suppliers list, which will be maintained in order to ensure that only reputable organisations (preference given to PDI's and Black Empowered SMME's) are used when purchasing goods or services.

Suppliers of goods or services will be evaluated and approved prior to any order being placed, and a record will be maintained of the basis by which suppliers are approved.

Purchase orders placed on suppliers will contain a clear description of the goods or services required and will be reviewed and approved by the Principal, or his/her delegated representative, prior to being issued.

A list showing signing authorities against monetary values will be maintained.

Administration and Communication Policy (CWAP 07)

CWA will implement procedures for Administration and Communication, which will take into consideration the needs of Learners, Staff and Stakeholders.

Administration

Administration procedures will include requirements for ensuring a Management Information System (MIS) is established and implemented.

The MIS will include a computerised Learner database and provide accurate information required for internal management of administrative functions and external liaison with SAQA and the relevant ETQA. Information will include updates on key performance indicators required by these bodies, at the required intervals, as well as on CWA's performance indicators for its objectives. Procedures will include the use of statistical techniques to analyse and review the information, particularly for its accuracy. There will be adequate controls to protect the security of information, and to ensure efficient access to information.

Communication

Communication procedures will include requirements for ensuring reliable communication and dissemination of information within the organisation, especially when change is planned. There will be an appropriate staff structure with clear remits and regular staff meetings where information is gathered and given, analysed and interpreted, and at which necessary action is identified clearly, with responsibilities and deadlines decided. Meetings will act as a focus for reviews and provide opportunities for staff at all levels to participate in decision-making. Procedures will be implemented for conveying information accurately from Learners, Staff Stakeholders and Management to all appropriate areas and persons, and for routine communications between staff. Procedures will be implemented for establishing and maintaining all contacts appropriate to CWA Education and Training services, e.g. schools, colleges, universities, parents, careers service, adult and community education, SAQA, ETQA,s, individual employers, professional and employer organisations.

CWA will use computer-based technology to the greatest possible extent to support the administration and communication procedures.

Resource Management Policy (CWAP 08)

Provision of Resources

CWA will identify and provide Human, Physical and Financial resources needed for carrying out all required functions and activities of the organisation.

Human Resources

CWA will provide sufficient numbers of suitably qualified personnel, on a full time or part time basis, in order to ensure the quality of the learning experience and achievement of the specified Standards and Qualifications.

Physical Resources

CWA Physical resources including, facilities, equipment and learning materials, will be provided in order to support the learning process and be appropriate, suitable and sufficient CWA will provide a safe environment for the needs of learners, staff and visitors. Buildings will be structurally sound and secure and covered by a planned maintenance programme. Premises and facilities will be suitable for the functions they are used for, large enough and capable of operating throughout the year with suitable temperature, ventilation and light. Use of facilities for training and teaching, recreational and social activities will be planned, and will include refreshment services and facilities, where required, to meet the needs of learners, staff and visitors. Equipment (machinery, tools, vehicles) and materials (consumables) will be adequate in type and amounts for the number of learners and the programmes undertaken. All equipment will be well maintained, safe and secure.

Financial Resources

CWA will provide sufficient Financial resources to ensure the organisation can function effectively when providing Education and Training Services. Financial resources will be managed in accordance with CWA Policy CWAP 006, Financial Management Policy.

Staff Selection, Appraisal and Development Policy (CWAP 09)

CWA realise that the quality and success of staffing, and related staff development, are fundamental to the quality and success of the organisation as a whole.

Therefore CWA will implement procedures for Staff Selection, Appraisal and Development, which will include requirements for Recruitment, Selection, Appointment, Promotion and Termination of Services.

CWA will ensure the structure, level and type of staffing is appropriate for the Education and Training services provided.

Competences required of all staff to contribute to the organisation's objectives and do their jobs effectively will be identified and will be reflected in job descriptions and in recruitment, selection, and job allocation practices.

All newly recruited staff will go through an induction process.

Staff will be assigned to specific activities and tasks on the basis of being competent in relation to their roles and responsibilities, i.e. to manage and carry out all aspects of CWA's operations and to meet the demands of Contracts and the number of Learners enrolled.

Specific activities, tasks and roles and responsibilities will be included and described in CWA Quality System Procedures.

Competency will be determined on the basis of applicable Education, Training, Skill and/or Experience.

Team and individual training and development needs will be regularly reviewed and analysed and funding made available for identified staff training needs. Individual action plans will be constructed for all staff and will take account of prior achievement, identify goals and development needs, and describe agreed arrangement for meeting those needs.

Staff will be encouraged to gain further qualifications particularly as assessors and internal verifiers.

Management responsibilities for staffing will be clearly allocated and evidence of systematic review of staffing arrangements will be maintained.

CWA will maintain comprehensive records of Education, Training, Qualifications, Skill and/or Experience for all full time, part time and Contracted staff.

Learner Entry, Guidance and Support Policy (CWAP 10)

In order to achieve the CWA vision of “**Serving the Learner**”, CWA implement procedures for Learner Entry, Guidance and Support.

The procedures include requirements relating to the following:-

Entry

CWA will provide comprehensive information about the organisation, its staff, the available education and training programmes and entry criteria to all Learners, both prior to entry and during induction. Learners will have the opportunity to clarify their requirements and relate them to the Products and Services offered.

General induction to the organisation, and induction to different parts of Learning Programmes, will be included to ensure Learners feel comfortable and confident with the organisation, and fully understand and accept their responsibilities to the organisation.

Guidance and Support

During the education and training process CWA will ensure the needs of individual learners are identified, personal development plans are formulated, progress is regularly reviewed, feedback is given, support is provided and pre-exit guidance is available.

Educators will undertake the process of gathering information, about Learner’s strengths, difficulties, aspirations, and needs in partnership with the Learner.

CWA will provide regular opportunities for Learners to review their progress and make any changes to their personal development plans while they are undertaking their programmes.

CWA will ensure that guidance and support services include activities such as assessment of prior learning and achievement, and assessment on demand, and that Learners embark on a programme that will enable them to achieve legitimate and realistic outcomes, e.g. to improve their skills, knowledge and competencies, compete more effectively in the labour market and progress to other chosen education and training programmes.

Support and guidance will be given to Learners in making sense of the training and learning, career opportunities and personal development choices, and in understanding, facing, and resolving or adapting to, personal problems and difficulties which could inhibit progress.

Work Site Management Policy (CWAP 11)

Work Site (or Off Site practical) components form part of CWA Learning Programme Delivery, for some Learning Programmes, and in order to ensure the Quality and Validity of the Work Site Learning experience CWA will implement a procedure which includes the following:-

- a) Pre-contract award Evaluation of the Management and Technical Resources and Capability of all Work site Providers utilised by CWA.
- b) Written Contracts with all Work Site Providers, which detail CWA Quality and Technical requirements.
- c) Periodic Work Site visits by CWA Management and Educators to verify the continued Quality and Validity of Services.
- d) The establishment and Maintenance of effective communications with all CWA Work Site Providers.
- e) Management of Work Site Assessment where more than one Provider is involved.
- f) Learner feedback mechanisms to ensure Learner satisfaction with Work Site Providers.
- g) Maintenance of records to verify a) to f) above have been successfully implemented.

CWA will give written guarantees that the rights of Learners are respected and safeguarded at all times when completing Work Site (or Off Site practical) components of CWA Learning Programmes.

Assessment Management Policy (CWAP 12)

It is CWA Policy to strive to ensure that Learners achieve the outcomes of, and gain qualifications for, Standards and Qualifications registered on the NQF, and to this end will ensure that fair and equitable assessment and qualification procedures are implemented.

The Design, Implementation and Maintenance of the Assessment and Qualification System as a whole will take into consideration the following guiding principles:-

- a) Assessment strategies will be in keeping with the aims and outcomes of Learning Programmes, Standards and Qualifications.
- b) Certificates, Diplomas and Degrees will be issued in accordance with NQF Qualification requirements.
- c) Assessment of Learners will include all parties appropriate to context and outcome, e.g. self, peers, assessors and moderators.
- d) There will be a structured assessment appeals procedure implemented.
- e) There will be an internal assessment verification procedure implemented to ensure consistent assessment across all assessors for a standard or qualification.
- f) Learners and Assessors will be provided with all relevant information with reference to assessments, e.g. required learning outcomes, assessment methods, assessment criteria, appeals procedures, dates, times and venues.
- g) Learners will receive comprehensive, detailed and accurate feedback on Learning progress, performance and results.
- h) Learners records, including a database, will be maintained, compatible with the relevant ETQA and SAQA requirements.

Reporting Policy (CWAP 13)

CWA will implement a system for maintaining and updating detailed information on all Learners passing through the organisation. The system will serve the needs of CWA Learners and be compatible with reporting requirements of the relevant ETQA and therefore ultimately contribute to the maintenance of the SAQA National Learner's Records Data Base.

The system will include the following information as a minimum:-

- a) Name of the Learner
- b) Unique Learner number or reference
- c) Contact details
- d) Demographics, i.e. age, gender, location, etc
- e) Education and training background and experience, e.g. prior credits or qualifications, prior learning and previous learning experiences
- f) Special learning needs (if any) e.g. disabilities or learning difficulties
- g) Additional learning needs (if any) e.g. further experience or new technology
- h) Motivation for entering a learning programme or programmes
- i) Programme or programmes for which the Learner is registered
- j) Resource factors, e.g. place and date of learning & equipment and materials used
- k) Comprehensive assessment records
- l) Standard and qualifications achieved

CWA will ensure that Learner information is kept strictly confidential, except for reporting to authorised bodies such as the ETQA or SAQA, or where Learners may wish information to be divulged to outside parties such as potential employers or sponsors.

Statistical information from the system will be used in order to improve the design, delivery and assessment of Learning programmes.

Document and Record Management Policy (CWAP 14)

CWA will manage all documents and records that relate to requirements of the CWA Quality Management System including, but not limited to the following:-

- | | |
|------------------------------------|---------------------------|
| a) Learner Records | e) ETQA records |
| b) Staff records | f) SAQA records |
| c) Management system records | g) Registered letters |
| d) Department of Education records | h) General correspondence |

Document and Record Management activities will ensure the following:-

- a) Appropriate documents are reviewed and approved by authorised personnel prior to issue and use.
- b) Pertinent issues of appropriate documents are available at all locations where they are required.
- c) Obsolete documents are promptly removed from all points of issue or use.
- d) Changes made to documents are identified in the document or attachment, and that all such changes are approved by authorised personnel prior to being implemented.
- e) Records will be maintained to demonstrate the efficient running of the organisation and the effective operation of the Quality Management System.
- f) All records will be legible and readily retrievable, and be kept so as to prevent loss or deterioration.
- g) Retention times for archiving records will be established and no records will be destroyed without prior approval of authorised personnel.
- h) Control of records will include identification, collection, indexing, access, storage, maintenance and disposition.

Health and Safety Management Policy (CWAP 15)

CWA will strive to ensure the Health and Safety of all Learners, Staff and Visitors attending, working in or visiting the organisation, at all times, by all means.

CWA will implement Health and Safety measures to ensure this policy is successful including but not limited to the following:-

- a) Providing premises and equipment that meet relevant statutory regulations
- b) Implementing planned emergency procedures
- c) Nominating safety representatives
- d) Employing security staff
- e) Installing security systems
- f) Informing all parties of health and safety measures
- g) Monitoring health and safety systems
- h) Providing adequate insurance cover

Work Environment

CWA will ensure that human and physical factors of the work environment are identified and managed, e.g.

- Human factors: work methods
safety regulations
ergonomics
- Physical factors: heat, noise, light
hygiene and cleanliness
pollution

CWA will ensure that all contracts with Work site Providers utilised by CWA have Safety and Health requirements included.

Management System Review Policy (CWAP 16)

CWA will establish and maintain a programme of internal Quality Management System reviews to ensure the continued efficient and effective operation of the Quality Management System, and to promote continual improvement.

The internal Quality Management System review programme will include:-

- a) Annual Management Board reviews
- b) Scheduled internal QMS system audits
- c) Monthly Quality Committee reviews

Annual Management Board reviews

Annual Management Board reviews will include the following:-

- a) The continuing suitability of Policies and Procedures against CWA goals and objectives
- b) The results of Scheduled internal QMS system audits
- c) The results of Monthly Quality Committee reviews
- d) Actions necessary to promote continual improvement.

Scheduled internal QMS system audits

Scheduled internal QMS system audits of the system will:-

- a) Be conducted by persons having no responsibilities in the areas being audited.
- b) Cover all Policies and Procedures of the management system at least annually.
- c) Be Documented and corrective action taken to correct any deficiencies recorded.
- d) Be followed -up to verify corrective actions are successful.

Monthly Quality Committee reviews

Monthly Quality Committee reviews will:-

- a) Monitor the implementation of Policies and Procedures
- b) Review the results of scheduled QMS audits
- c) Follow -up and assist with corrective actions
- d) Prepare reports for the Management Board

QUALITY MANAGEMENT SYSTEM PROCEDURE

Index of Contents

Section	Description	Page No
	Title Page	1
	Revision Record Sheet	2
	Index of Contents	3
1.0	Purpose	4
2.0	Scope	4
3.0	References	4
4.0	Definitions	4
5.0	Responsibilities	4
6.0	Procedure	5/7
	6.1 The Quality System	
	6.2 Promoting a Quality Culture	
	6.3 The Quality Committee	
	6.4 Management System Audits	
	6.5 Management System Review	
	6.6 Continual Improvement	
7.0	Documentation	8
8.0	Records	8
Attachments:	None	

1.0 Purpose

1.1 The purpose of this procedure is to describe the CWA Quality Management System and to detail the methods by which CWA implement the requirements of the CWA Quality Policy (CWA 01).

2.0 Scope

2.1 The scope of the procedure includes the following:-

- a) The Quality Management System
- b) Promoting a Quality Culture
- c) The Quality Committee
- d) Quality Management System Audits
- e) Quality Management System Review
- f) Continual Improvement

3.0 References

- 3.1 SAQA Regulation No R1127 of 1998
- 3.2 Further Education and Training Act (Act 98 of 1998)
- 3.3 National Education Policy Act (Act 27 of 1996)
- 3.4 ISO 10013: 1995 – Guidelines for developing Quality Manuals

4.0 Definitions

4.1 **Quality Management System** - the combination of processes used to ensure that the degree of excellence specified is achieved.

4.2 **Continual Improvement** - the dynamic notion of Quality as a continuous event in order to ensure the continual development and redevelopment of Policies, Procedures, Qualifications and Standards to meet specified needs.

5.0 Responsibilities

5.1 The responsibility for implementing the requirements of this procedure rests with the CWA Management Board.

6.0 Procedure

6.1 The Quality Management System

6.1.1 The Quality Management System (QMS) is established by the CWA Management Board documenting CWA Policies and Procedures in a Policy and Procedures Manual.

6.1.2 The Policy and Procedures Manual describes the system to be implemented for assuring Quality, related to all CWA functions and activities.

6.1.3 The Policy and Procedures Manual, Ref : CWA/PPM/01, includes the following:-

- CWA Policies Referenced as: CWAP 01 to CWAP16
- CWA System Procedures Referenced as: CWASP 001 to CWASP 017

6.1.4 The Policies and Procedures ensure all activities of the organisation are carried out in a systematic manner in accordance with defined and documented requirements, meet applicable legislative requirements, are visible and auditable and ensure that the needs of Learners, Staff and Stakeholders are met.

6.1.5 The following functions and activities are covered by the Policies and Procedures in the Manual:-

- Quality Management
- Strategic Management
- Registration and Accreditation
- Marketing
- Learning Programme Development, Delivery and Evaluation
- Financial Management
- Administration and Communication
- Resource Management
- Staff Selection, Appraisal and Development
- Learner Entry, Guidance and Support
- Work Site Management
- Assessment Management
- Reporting
- Document and Record Management
- Health and Safety Management
- Management System Review

6.1.6 The Policy and Procedures Manual issue and control will be in accordance with CWA System Procedure CWASP 014 – Document and record Management.

6.2 Promoting a Quality Culture

6.2.1 A Quality culture is promoted within CWA by the Management Board completing the following activities:-

- a) Establishing and implementing a Quality Policy and Quality Objectives within CWA
- b) Documenting CWA Policies and Procedures in a Policy and Procedures Manual
- c) Ensuring that CWA procedures are suitable and appropriate
- d) Conducting Quality awareness, motivation and involvement training for CWA staff
- e) Conducting interviews with Learners and Staff, to gain information, to feedback into the system to promote continual improvement of CWA functions and activities
- f) Ensuring the availability of necessary resources
- g) Conducting regular review of the QMS and taking corrective and preventative action as necessary

6.2.2 Evidence to verify that the above actions have been conducted is maintained by the CWA Management Board.

6.3 The Quality Committee

6.3.1 A Quality Committee is appointed by the CWA Management Board through a ballot of Directors of the Organisation.

6.3.2 Committee Directors are allocated responsibilities for ensuring the effective operation of individual QMS criteria, i.e. as detailed in 6.1.5 of this procedure.

6.3.3 The Quality committee meets once a month to review the implementation and effectiveness of the Quality Management System and maintains records of reviews and actions arising.

6.3.4 Where deficiencies are found, relating to the operation of the QMS, they are documented by committee Directors, and corrective and preventative action is taken to ensure continual improvement of CWA policies and procedures.

6.3.5 Corrective and preventative actions are reviewed at each Quality committee meeting, to ensure all actions are followed up and adequately closed out.

6.4 Quality Management System Audits

- a) The CWA Management Board ensures System Audits of the CWA Quality Management System are conducted.
- b) All criteria of the System will be audited at least annually.
- c) System Audit is conducted, by a person, or persons, having no responsibility in the areas audited, (e.g. Committee Directors or an outside QMS consuCWAnt).
- d) Results of such audits are submitted to the CWA Quality Committee for review and action.

6.5 Quality Management System Review

The CWA Quality Management System is reviewed annually by the CWA Management Board, in accordance with the requirements of CWA System Procedure CWASP 017 - Management System Review, and includes the following:-

- the continuing suitability of Policies and Procedures against CWA goals and objectives
- the results of Scheduled internal QMS system audits
- the results of monthly Quality Committee reviews
- actions necessary to promote continual improvement.

6.6 Continual Improvement

Continual improvement of the CWA Quality Management System is promoted within CWA by implementation of the Improvement Incentive Scheme, (IIS)
The IIS is implemented by all personnel considering the following related to their functions and activities:-

- evaluation of the effectiveness of QMS criteria
- identification of system problems
- selection of QMS criteria for improvement
- problem root cause analysis and verification
- identification of possible solutions
- solution selection and implementation
- prevention of problem recurrence
- evaluation of effects of problem solution and meeting of improvement objectives
- implementation and standardisation of new criteria
- evaluation of effectiveness of new criteria
- further criteria improvements

All personnel are encouraged to forward suggestions for improvement to the Quality Committee for review and adjudication under the IIS.

7.0 Documentation

7.1 The following documentation is required for implementation of this Procedure:-

- a) CWA Policy and Procedures Manual
- b) CWA Strategic Plan
- c) CWA personnel Training schedule
- d) CWA Quality Committee meeting agenda
- e) CWA Management System Audit procedure -CWASP 016
- f) CWA Management System Review procedure -CWASP 017

8.0 Records

8.1 The following records are required to be maintained by implementation of this Procedure:-

- a) CWA Policy and Procedures Manual
- b) CWA Strategic Plan
- c) CWA personnel Training schedule
- d) CWA Quality Committee meeting agenda
- e) CWA Management System Audit procedure -CWASP 016
- f) CWA Management System Review procedure -CWASP 017
- g) Corrective and Preventative Action Records

THE CAPE WINE ACADEMY

QUALITY MANAGEMENT SYSTEM

SYSTEM PROCEDURE

FOR

DOCUMENT AND RECORD MANAGEMENT

Index of Contents

Section	Description	Page No
	Title Page	1
	Revision Record Sheet	2
	Index of Contents	3
1.0	Purpose	4
2.0	Scope	4
3.0	References	4
4.0	Definitions	4
5.0	Responsibilities	4
6.0	Procedure	5
	6.1 Management system documents and records	
	6.2 Learner documents and records	
	6.3 Staff documents and records	
	6.4 SAQA, ETQA and DoE documents and records	
	6.5 General correspondence	
	6.6 Faxes	
	6.7 Registered letters	
7.0	Documentation	6
8.0	Records	6
Attachments:	None	

1.0 Purpose

1.1 The purpose of this procedure is to describe the methods used by CWA to manage all documents and records that relate to the implementation of the CWA Quality Management System.

2.0 Scope

2.1 The scope of the procedure includes the receipt, identification, review, approval, filing, distribution and maintenance of the following documents and records:-

- a) Management system documents and records
- b) Learner documents and records
- c) Staff documents and records
- d) SAQA, ETQA and DOE documents and records
- e) General correspondence
- f) Faxes
- g) Registered letters

3.0 References

- 3.1 SAQA Regulation No R1127 of 1998
- 3.2 Further Education and Training Act (Act 98 of 1998)
- 3.3 National Education Policy Act (Act 27 of 1996)

4.0 Definitions

4.1 **Document** - information and its supporting medium, e.g. paper, magnetic or electronic

4.2 **Record** - document stating results achieved or providing evidence of activities performed

5.0 Responsibilities

5.1 The responsibility for implementing the requirements of this procedure rests with the CWA Management Board Chairman, the CWA Principal, the CWA Principal's Secretary and CWA administration Staff.

6.0 Procedure

6.1 Management System Documents and Records

6.1.1 Management system documentation, i.e. Quality policies and System Procedures, will be uniquely identified by a CWA number and revision status and reviewed and approved by the CWA Principal and Chairman of the Management Board prior to issue and use.

6.1.2 Revisions to these documents will be reviewed and approved in the same manner as the first issues and the nature of all changes made will be identified in the document revision record sheet in each document.

6.1.3 The issue of these documents will be controlled by an issue register.

6.1.4 All documentation relating to the operation of the CWA Management System, e.g. minutes of meetings, Management Reviews, Quality Committee records, will be filed separately in files reserved only for this purpose and maintained by the Principal's secretary.

6.2 Learner documents and records

6.2.1 Learner documents and records will be received and checked, by CWA administration staff, to ensure all relevant documents have been completed correctly and receipts have been issued for all submissions.

6.2.2 Learner documents and records will be filed by student number and the files maintained by the Principal's secretary.

6.3 Staff documents and records

6.3.1 Staff documents and records will be maintained by the Principal's Secretary.

6.4 SAQA, ETQA and DOE documents and records

6.4.1 SAQA, ETQA and DOE documents and records will be filed in separate, uniquely identified files, and be maintained by the Principal's Secretary.

6.5 General Correspondence

6.5.1 All correspondence, i.e. letters, circulars, memos, will be received for processing by the principal's secretary.

6.5.2 All letters (except personal mail) will be opened, date stamped, sorted, distributed or filed as necessary by CWA administration staff.

6.5.3 Circulars will be listed, numbered and filed for reference.

6.5.4 Memos will be distributed as per the distribution shown on the memo.

6.5.5 Letters of complaint will be date stamped, registered and filed in the "Complaints File", maintained by the Principal's secretary, ready for resolution by the Principal and the chairman of the Management Board.

6.6 Faxes

6.6.1 Incoming faxes are received in the office of the Principal's secretary and distributed as required.

6.6.2 Outgoing faxes are recorded by date, destination and fax number, and a record maintained for three months.

6.7 Registered Letters

6.7.1 Incoming registered letters will be received by signature of the postal receipt slip and processing in accordance with the nature of the letter.

6.7.2 Outgoing registered letters will be recorded, prior to posting, showing details of date sent and the recipient.

7.0 Documentation

7.1 The following documentation is required for implementation of this Procedure:-

- a) Management System Document issue register
- b) Date Stamp
- c) Document file registers
- d) Fax file register

8.0 Records

8.1 The following records are required to be maintained by implementation of this Procedure:-

- a) Management system records
- b) Learner records
- c) Staff records
- d) SAQA, ETQA and DoE records
- e) General correspondence
- f) Faxes
- g) Registered letters

THE CAPE WINE ACADEMY

QUALITY MANAGEMENT SYSTEM

SYSTEM PROCEDURE

FOR

MANAGEMENT SYSTEM REVIEW

Index of Contents

Section	Description	Page No
	Title Page	1
	Revision Record Sheet	2
	Index of Contents	3
1.0	Purpose	4
2.0	Scope	4
3.0	References	4
4.0	Definitions	4
5.0	Responsibilities	4
6.0	Procedure	5
	6.1 Planning	
	6.2 Conducting	
	6.3 Reporting	
7.0	Documentation	6
8.0	Records	6
Attachments:	Management System Review Agenda	

1.0 Purpose

1.1 The purpose of this Procedure is to detail requirements for conducting management review of the CWA Quality Management System in order to ensure the system remains suitable, adequate and effective in meeting CWA objectives.

2.0 Scope

2.1 The scope of the procedure includes the following Management System Review activities:-

- a) Planning
- b) Conduct
- c) Reporting

3.0 References

- 3.1 SAQA Regulation No R1127 of 1998
- 3.2 Further Education and Training Act (Act 98 of 1998)
- 3.3 National Education Policy Act (Act 27 of 1996)

4.0 Definitions

4.1 **Management System** - system for establishing and implementing Policies and Objectives

4.2 **Review** - activity to verify suitability, adequacy and effectiveness of subject matter

5.0 Responsibilities

5.1 The responsibility for implementing the requirements of this procedure rests with the CWA Management Board and the CWA Quality Committee.

6.0 Procedure

6.1 Planning

The CWA Management Board and the CWA Quality Committee conducts Management Review of the CWA Quality Management System, annually.

The CWA Quality Committee convenes the Management Review meeting and notifies all relevant personnel of the prescribed date, time and place.

6.2 Conduct

6.2.1 The meeting is conducted in accordance with a standard agenda which include as a minimum the following criteria:

- a) QMS review frequency
- b) QMS suitability, adequacy and effectiveness
- c) QMS documentation status
- d) Review inputs
 - Audit results
 - Customer feedback
 - Process performance
 - Product conformance
 - Corrective actions
 - Preventive actions
 - Previous review follow-ups
 - Changes, which could affect the QMS
- e) Review outputs
 - Performance and improvement opportunities
 - QMS improvement
 - Customer or Service improvement
 - Resource needs
- f) Any other business

6.2.2 Minutes of the meeting are documented and show the following information:

- a) Date
- b) Time
- c) Venue
- d) Persons present
- e) Apologies
- f) Minutes
- g) Action by
- h) Date due
- I) Attachments

6.2.3 The Minutes of the meeting must be distributed to all present and persons or areas affected by actions arising.

6.2.4 Actions arising from the meeting are documented in the minutes and, if necessary, a corrective action and improvement programme is drawn up.

6.2.5 Responsibility and due date are shown for all recorded actions.

6.2.6 The Management Board chairman ensures that all actions are completed and closed out in

1

7.0 Documentation

7.1 The following documentation is required for implementation of this Procedure:-

- a) Management System review meeting agenda
- b) Management System review meeting minutes format

8.0 Records

8.1 The following records are required to be maintained by implementation of this Procedure:-

- a) Minutes of Management Review meeting
- b) Corrective Action / Improvement Programme (as reqd)

APPENDIX A

**THE CAPE WINE ACADEMY ORGANISATION CHART
(QUALITY MANAGEMENT)**

2007

