

## Extract: Who are the Role players? (example from FASSET guide)

### Role players in the learnership development process

The typical roles and responsibilities of the various stakeholders involved in the learnership development process are listed in Table 1-1.

Role Player	Description	Responsibilities
<b>The Initiator</b> <sup>1</sup>	The individual or group who identified the need for and starts the process	<ul style="list-style-type: none"> <li>• Initiate learnership project &amp; approach relevant body through identification of and justification for need for learnership;</li> <li>• Prepare for the design and registration of the learnership through establishment of project team and plan, as well as prepare systems for the implementation of learnership; and</li> <li>• Participate as a member of the project team to register, develop, prepare for, implement, monitor and evaluate learnership.</li> </ul>
<b>The Professional Body</b>	The registered professional body within the industry, who may be a recognised as an Agent ETQA of Fasset	<ul style="list-style-type: none"> <li>• Utilise Fasset information pack to collate guidelines for establishment of learnerships within scope of business and distribute to stakeholders.</li> <li>• Include workplace readiness checklist and audit, as well as learner selection mechanisms, RPL processes and reporting criteria.</li> <li>• Develop employer/ training provider checklist and distribute to the relevant stakeholders.</li> <li>• Develop assessment processes/ systems for learnership implementation &amp; make available to all stakeholders</li> <li>• Function as an agent ETQA ;</li> <li>• Submit signed learnership agreements to SETA; and</li> <li>• Act as initiator and participate as a member of the project team to register, develop, prepare for, implement, monitor and evaluate learnership.</li> </ul>

<sup>1</sup> NOTE: The initiator may be any of the role players listed in Table 1-1

Role Player	Description	Responsibilities
<b>The Training Provider</b> <sup>2</sup>	Organisations who provide learning and are accredited by an ETQA	<ul style="list-style-type: none"> <li>• Align assessment processes/ systems for learnership implementation with relevant Agent ETQA and make available to all stakeholders</li> <li>• Apply for accreditation through establishment of Quality Management System (QMS);</li> <li>• Develop curriculum, schedule training programmes and establish systems to maintain learner records;</li> <li>• Enter into learnership agreement; and</li> <li>• Act as initiator and participate as a member of the project team to register, develop, prepare for, implement, monitor and evaluate learnership.</li> </ul>
<b>The Employer</b> <sup>3</sup>	Organisations who employ learners and, provide practical, on-the-job learning opportunities	<ul style="list-style-type: none"> <li>• Align assessment processes/ systems for learnership implementation with relevant ETQA agent and make available to all stakeholders;</li> <li>• Ensure internal organisational alignment to learnership needs (i.e. contractual issues, learner support and guidance issues, workplace learning issues, learner selection mechanisms, learner allowance issues);</li> <li>• Enter into learnership agreement; and</li> <li>• Act as initiator and participate as a member of the project team to register, develop, prepare for, implement, monitor and evaluate learnership.</li> </ul>
<b>The Learner</b>	The individual who is employed, receives learning and is recognised for competence on assessment	<ul style="list-style-type: none"> <li>• Participate in learner induction programmes;</li> <li>• Complete training towards the learnership; and</li> <li>• Enter into learnership agreement.</li> </ul>
<b>Fasset</b>	The sector education and training authority for finance, accounting, management consulting and other financial services	<ul style="list-style-type: none"> <li>• Collate learnership information pack and distribute to all stakeholders;</li> <li>• Review learnership applications, make amendments and submit to Department of Labour for registration;</li> <li>• Promote the learnership as part of the communications function;</li> <li>• Function as an ETQA where no Agent ETQA exists; and</li> <li>• Monitor and evaluate agent ETQA process and procedures.</li> </ul>

**Table 1-1: Role players in the learnership development process**

2 NOTE: The employer and training provider may be the same entity.

3 NOTE: Multiple employers, as well as multiple training providers may enter into one learnership agreement. A lead employer/ training provider must be identified to manage the learnership.