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 = Self-evaluation

 = Information

Acronyms

ABET	Adult Basic Education and Training
CAWU	Construction and Allied Workers Union
CCFO	Critical Cross Field Outcomes
CIDB	Construction Industry Development Board
COSATU	Congress of South African Trade Unions
CETA	Construction Industry Sector Education & Training Authority
DoE	Department of Education
DoL	Department of Labour
DPW	Department of Public Works
EEA	Employment Equity Act
ETDP	Education and Training Development Practitioner/Practices
ETDP SETA	Education, Training and Development Practices SETA
ETQA	Education and Training Quality Assurance Body
FET	Further Education and Training (NQF Levels 2–4)
FETC	Further Education and Training Certificates
FETQA	Further Education and Training Quality Assurance Body
GET	General Education and Training (ABET, NQF, Lev 1, Std 4)
GETC	General Education and Training Certificate
HEQC	Higher Education Qualifications Council
HET	Higher Education and Training (NQF Levels 5–8)
M&E	Monitoring and Evaluation
MOU	Memorandum of Understanding
NLRD	National Learner Record Database
NQF	National Qualifications Framework
NSA	National Skills Authority
NSB	National Standard Bodies
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NTC	National Technical Certificate
OBE	Outcomes Based Education
OBET	Outcomes Based Education and Training
PDI	Previously Disadvantaged Individual
POE	Portfolio of Evidence
SASSETA	Safety and Security Sector Education and Training Authority
QALA	Quality Assurance of Learner Achievements
QMS	Quality Management System
RPL	Recognition of Prior Learning
SADTU	South African Democratic Teachers Union
SAQA	South African Qualifications Authority
SAQAA	South African Qualifications Authority Act
SARS	South African Revenue Service
SDA	Skills Development Act
SDC	Skills Development Committee
SDF	Skills Development Facilitator
SDL	Skills Development Levy
SDLA	Skills Development Levies Act
SDPU	Skills Development Planning Unit
SDS	Skills Development Strategy
SETA	Sector Education and Training Authority
SGB	Standard Generating Body
SIRA	Private Security Industry Regulatory Authority
SME	Subject Matter Expert
SMME	Small Medium and Micro Enterprises
SSP	Sector Skills Plan
WPA	Workplace Assessment
WSP	Workplace Skills Plan

Purpose of this manual

This manual is aimed at assisting providers to become accredited with the SASSETA.

It highlights:
- Background to the skills development strategy and the National Qualifications Framework;
- An overview of the SASSETA's approach to accreditation;
- The types of accreditation options that are possible;
- The SASSETA criteria for accreditation;
- Some pointers for what a provider can do to meet these criteria; and
- What steps you, as a provider, should take to become accredited (the diagram below provides an overview of the accreditation process).

Overview of the accreditation process

Step 1: Application phase **2 Weeks**	→	Step 2: Verification and programme approval phase **5 Weeks**	→	Step 3: Full accreditation and provisional accreditation phase **4 Weeks**	→
Step 4: Monitoring phase **Ongoing**	→	Step 5: Review phase **Every Five Years**	→	Step 6: Application for the extention of accreditation **Variable**	

Please note: The approximate timeframes indicated above are based on both activities to be undertaken by the ETQA and the provider. Delays in the submission of relevant documentation by the provider will impact on these timeframes.

Section 1: Background to the accreditation process

This manual focuses on the accreditation framework of the SASSETA ETQA. However, before engaging with the complexities of this system, it may be useful to remind yourself of some of the rationales for the accreditation system, and the legislative and policy environment that shapes the priorities inherent in this system.

1.   Skills development strategy

The objectives of the *National Skills Development Strategy (NSDS)* are articulated in *Skills for productive citizenship for all (April 2001-March 2005)* which is a strategy that is underpinned by a number of key principles:

1. Lifelong learning;
2. Promotion of equity;
3. Demand-led skills provision;
4. Flexibility and decentralisation; and
5. Partnership and co-operation at a national, sectoral, provincial, community and workplace level.

These principles are outlined in more detail in the table below.

Objectives	Success Indicators
Developing a culture of high quality lifelong learning.	• By March 2005, 70% of all workers have a Level One qualification on the NQF • By March 2005, a minimum of 15% of workers to have embarked on a structured skills development programme, of which 50% have ompleted their programme satisfactorily • By March 2005, an average of 20 enterprises per sector and at least five national government departments to be committed to, or have achieved an agreed national standard for enterprise based people development
Fostering skills development in the formal economy for productivity and employment growth	• By March 2005, at least 75% of enterprises with more than 150 workers are receiving skills development grants and the contribution towards productivity and employability is measured • By March 2001 at least 40% of enterprises employing between 50 and 150 workers are receiving skills development grants and the contribution towards productivity and employability is measured • By March 2005, learnerships are available to workers in every sector (precise targets will be agreed with each SETA) • By March 2005 all government departments assess and report on budgeted expenditure for skills development relevant to Public Sector, Sector and Departmental priorities
Stimulating and supporting skills development in small businesses	• By March 2005, at least 20% of new and existing registered small businesses to be supported in skills development initiatives
Promoting skills development for employability and sustainable livelihoods through social development	• By March 2003, 100% of the apportionment of the National Skills Fund to social development is spent on viable development projects • By March 2005, the impact of the National Skills Fund is measured by project type and duration, including details of placement rates, which shall be at least 70%
Assisting new entrants into employment in the labour market	• By March 2005, a minimum of 80 000 people under the age of 30 have entered learnerships • By March 2005, a minimum of 50% of those who have completed learnerships are employed within six months of completion (employment, self-employment), full-time study or further training or are in a social development programme.

These objectives are primarily driven by a few key pieces of legislation. These consist of:
• The Skills Development Act (SDA), (no. 97 of 1998), which aims to address South Africa's skills needs across and within the country's social and economic sectors; and
• The Skills Development Levies Act (SDLA), (no. 9 of 1999), which ensures that industry contributes to the skills development strategy in the form of a monthly levy.

The SDA is designed to link the worlds of education and work, and in so doing, to the fluctuating needs of the economy. The SDA aims to develop the South African workforce and to encourage employers to become active contributors to education and training in the workplace.

The SDA also establishes the requirements for developing learnerships and skills programmes, an important part of the National Skills Development Strategy. All 23 SETA's are currently engaged in the process of developing and/or implementing learnership and skills programmes that address sectoral skills needs.

The purposes of the SDA, as expressed in the legislation are:

To develop the skills of the South African workforce

To improve the quality life of workers, their prospects of work and labour mobility

To improve productivity in the workplace and competitiveness of employers

To promote self-employment

To encourage employers

To use the workplace as an active learning environment

To provide employees with the opportunities to acquire new skills

To provide opportunities for new entrants to the labour market

To employ persons who find it difficult to be employed

To encourage workers to participate in learnerships and other training programmes

To improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through education and training.

The SDA made provision for the establishment of the National Skills Authority (NSA), which is a national stakeholder body that allows all stakeholders to participate in the Skills Development Strategy. The representatives on the NSA include organised labour, organised business and community and development interests (women, youth, people with disabilities, etc). The NSA is required to advise the Minister of Labour on:

• A national skills development policy;
• A national skills development strategy;
• Guidelines for the implementation of the national skills development strategy; and
• The allocation of monies from the National Skills Fund.

The NSA also liaises with SETAs on the national skills development policy and strategy.

The SDA also resulted in the establishment of the National Skills Fund. In terms of the SDLA, approximately 20% of skills development levies paid, is allocated to the NSF. This money is to be used for projects, many of which are aimed at specific social target groups, i.e. women, youth, the unemployed, people with disabilities and so on, in order to encourage access, equity and redress at this level.

2.   The SETAs

The Skills Development Act has also been responsible for the establishment of the Sector Education and Training Authorities (SETAs). There are 23 SETAs at present, representing the sectors below:

1.	BANKSETA	Banking
2.	CETA	Construction
3.	CHIETA	Chemical Industries
4.	CTFL SETA	Clothing, Textiles, Footwear, and Leather
5.	ETDP SETA	Education, Training and Development Practices
6.	ESETA	Energy
7.	FASSET	Financial and Accounting Services
8.	FOODBEV	Food and Beverages Manufacturing Industry
9.	FIETA	Forest Industries
10.	HWSETA	Health and Welfare
11.	ISETT	Information Systems, Electronics & Telecomm
12.	INSETA	Insurance
13.	LGWSETA	Local Government, Water & Related Services
14.	MAPPP	Media, Advertising, Publishing, Packaging, Printing
15.	MQA	Mining Qualifications Authority
16.	MERSETA	Manufacturing, Engineering & Related Services
17.	AGRISETA	Agriculture Seta
18.	PSETA	Public Service
19.	SASSETA	Safety and Security Sector, Education and Training Authority
20.	SERVICES	Services Sector
21.	THETA	Tourism, Hospitality, and Sport
22.	TETA	Transport
23.	W&RSETA	Wholesale & Retail

The SETAs do a number of things, including:

2.1.   Skills planning

Developing Sector Skills Plans (SSPs) according to Workplace Skills Plans (WSPs) and research to meet the needs of the demand-side of their sector. The SETA SSPs are the best way for determining the specific economic needs of any particular sector. Providers need to be aware of what the primary skills needs of the sector are, and to ensure that their education and training programmes respond to these needs.

2.2.   Learnerships and skills programmes

Oversee learning solutions that are designed to respond to skills demands and to be offered by accredited providers.

2.3.   Education and training quality assurance (ETQA)

Quality-assuring the supply-side (i.e. provision of education and training) by developing and accrediting providers, registered assessors and moderating assessment. The SETA ETQAs are accredited and regulated by SAQA.

2.4.   Finance

Managing the levy-grant system by collecting and disbursing funds and utilising discretionary grants to achieve the objectives of the Skills Development Act.

3.   SAQA and the NQF

The South Africans Qualifications Authority (SAQA) is responsible for overseeing and regulating the National Qualifications Framework (NQF), an eight-level framework on which qualifications and standards are registered. The diagram below outlines this framework:

NQF Level	Band	Qualification Type
Higher Education and Training Certificate (HETC)		
8 7 6 5	Higher Education And Training	• Post-doctoral research degrees • Doctorates • Masters degrees • Professional qualifications • Honours degrees • National first degrees • Higher diplomas • National diplomas • National certificates
Further Education and Training Certificate (FETC)		
4 3 2	Further Education And Training	• National certificates
General Education and Training Certificate (GETC)		
1	General Education and Training	• Grade 9/ABET Level 4 • National certificates

Qualifications and standards are registered at specific levels and have an assigned credit value. Lifelong learning provides an opportunity to climb up and across the NQF.

The NQF is divided into twelve 'organising fields'. Each is in turn subdivided into 'sub-fields'.

> **NQF organising fields**
>
> 1. Agriculture and Nature Conservation
> 2. Culture and Arts
> 3. Business, Commerce and Management Studies
> 4. Communication Studies and Language
> 5. Education, Training and Development
> 6. Manufacturing, Engineering and Technology
> 7. Human and Social Studies
> 8. Law, Military Science and Security
> 9. Health Sciences and Social Services
> 10. Physical, Mathematical, Computer and Life Sciences
> 11. Services
> 12. Physical Planning and Construction

(?) Look at the fields outlined — where are the standards and qualifications that you are likely to require going to be registered?

(i) The National Qualifications Framework is currently undergoing a process of review, which may result in alterations in SAQA and NQF structures. However the principles built into the NQF will not change, and the work that has been completed will be integrated into the new systems.

4.   The roles of the SETA ETQA

According to the SAQA Regulations, ETQA's must:

1. Accredit providers for specific standards or qualifications
2. Promote quality amongst providers
3. Monitor provision by providers
4. Evaluate assessment and facilitate moderation amongst providers
5. Register assessors
6. Take responsibility for the certification of learners
7. Co-operate with the relevant body or bodies appointed to moderate across ETQAs
8. Recommend new standards or qualifications to National Standards Bodies for consideration
9. Maintain a database acceptable to the Authority
10. Submit reports to the Authority
11. Perform such other functions assigned to it by the Authority

The diagram below illustrates the interconnections in the quality cycle between standards registered on the NQF, SETA ETQAs and providers, and serves to summarise the information covered in this section.

SAQA
- Statutory body appointed by the Minister of Education in consultation with the Minister of Labour
- National education and training stakeholder membership
- Reports to Parliament
- Responsible for overseeing the development and implementation of the NQF

Standards Setting
- Structured into twelve organising fields of learning
- National stakeholder standards setting bodies with equitable representation through six stakeholder categories
- Accountable to constituencies and through the Authority
- Responsible for recommending standards to the Authority for registration on the National Qualifications Framework
- Responsible for ensuring that all standards consist of clear statements of learning outcomes and associated assessment criteria with requisite moderation and accreditation criteria
- Responsible for ensuring the quality of the standards recommended to the authority
- Responsible for recognising and, when necessary, establishing standards generating bodies
- Responsible for ensuring the review of registered standards and the development of standards setting processes where and when necessary

NQF

Comprised of registered standards, units and qualifications at eight levels of learning

Quality Assurance
- Structured into three sectors: economic, social, education and training sub-system
- Organised for the two principal bodies: accreditation bodies (ETQAs) and accredited learning providers
- Decision-making structures to include national stakeholder representatives to ensure public accountability, relevance and credibility

ETQAs:
- Accountable to SAQA for the standards of learning achievements and provision in their area of primary focus
- Responsible for assuring the quality of learning achievements within a specified context for registered standards chiefly through
    - (a) Registration of assessors
    - (b) Accreditation of providers
    - (c) Quality management system

Providers:
- Accountable to ETQA — through primary focus — for management, development and delivery of learning programmes and services for which they are accredited
- Responsible for ensuring the quality of the learning experience according to the requirements of the registered standards and qualifications
- Responsible for recording, researching and reporting the outcomes and impact of their learning programmes and services

Moderating Body:
- Appointed by SAQA according to the NSB recommendations
- Responsible for ensuring that assessment of registered outcomes is fair, valid and reliable across the NQF

Learners

Section 2: What is SASSETA's approach to accreditation

This section provides a brief overview of the SASSETA's approach to the accreditation of education and training providers. It is clear that the more familiar you are with your SETA's approach to accreditation, the easier the whole process will be for you. It is perhaps also worth mentioning that the SASSETA has a developmental approach to providers. While bureaucracies are often associated with blocking functions, the SETA aims to assist you to meet the criteria and acquire full accreditation in a manner that builds quality learning, teaching and assessment.

For this reason, our approach to accreditation is to assist you to enhance the work that you are doing, and to support you in the process of continually improving your practice.

5. Background to the accreditation process

5.1. What is accreditation?

In its widest sense, the term "accreditation" refers to the act of giving an individual or an organisation formal recognition of some sort or another. In the South African education and training context, accreditation is essentially a stamp of approval, indicating that the accrediting body (e.g. the SASSETA ETQA) is satisfied that the accredited organisation (e.g. the provider) meets their requirements and can offer quality learning programmes against national standards registered on the NQF.

Accredit
to recognise officially
Oxford English Dictionary

SETA ETQAs are there to ensure that education and training providers applying for accreditation meet the required standards of quality in providing education and training to learners, and where providers meet these standards to recognise this by accrediting the provider.

5.2. What is the value of accreditation

The SASSETA is responsible for the accreditation of education and training providers that provide programmes relating to the primary focus of the SASSETA (see Section 5.3 on the scope and primary focus). This accreditation process ensures that the provision of quality education and training is consistent with the principles of the NQF (as outlined in the table below), and providers should deploy these principles when managing, developing and delivering learning programmes:

Integration	Different systems and approaches to be brought together (e.g. theory and practice and education and training)
Relevance	Education and training to be relevant to the social, economic and political development and to learner needs
Credibility	Education and training system to have national and international value and acceptance
Coherence	Areas of learning to be connected together in a framework of learning, which enables learners to move easily from one learning situation to another, building up certificates and credits as they go
Flexibility	Different routes or pathways to lead to the same learning ends
Standards-based	Programmes to be based on nationally and internationally accepted units of learning, which are structured around outcomes, and presented in a nationally agreed framework
Legitimacy	All national stakeholders to participate in the planning and co-ordination of standards and qualifications
Accessibility	Prospective learners to be able to easily enter the education and training system at the appropriate level to pursue relevant learning and career pathways
Articulation	Learners to be able to move between the various parts of the education and training system as they complete each accredited unit

Progression	Leamers to be able to move up and across the different levels of the education and training system, following various routes, and thereby build up a national qualification
Portability	Learners to be able to transfer the credits and qualifications gained in one learning situation or institution to another
RPL	Credit to be given to learning that has already been acquired, e.g. through life experience or non-formal training courses
Guidance for learners	Leamers to be assisted to understand and make decisions about entry into and progression through the education and training system

(?) Think about your learning programmes – are they consistent with the principles highlighted in this section?

5.3. Scope and primary focus of SASSETA

The 'scope' of the SASSETA is the broad area of its responsibilities in terms of the constituencies that it must service with regard to supporting skills planning, facilitating learnerships and distributing the different grants.

The 'primary focus' is a smaller, more narrowly defined area and is the area that the SETA is responsible for the quality assurance of the learning provision. For example, the SETA may facilitate a learnership in an area that the Council for Higher Education has the responsibility for in terms of quality assuring the qualification and provision.

5.3.1. The Scope of the SASSETA

The scope of the SASSETA is as follows:

- **Policing**, including:
  * South African Police Services
  * Independent Complaints Directorate
  * Secretariat for Safety and Security
  * Scorpions

- **Private Security Services**, including:
  * Private Security Companies
  * Companies Providing Personal Protection
  * Intruder Detection Companies

- **Legal Practice**, including:
  * Advocates
  * Attorneys
  * Paralegals
  * Intellectual Property Practitioners
  * Commercial Legal Advisors

- **Justice**, including:
  * Judicial Officers
  * Department of Justice
  * Sheriffs
  * Registrars/Masters
  * Interpreters
  * Public Defenders

- **Correctional Services**, including:
  * Department of Correctional Services
  * Private Prisons
  * Public and Private Detention Centres

- **Defence:**
  * South African National Defence Force

- **Intelligence**, including:
  * National Intelligence Agency
  * South African Secret Service

5.3.2. The primary focus of the SASSETA

The list of qualifications and unit standards in the primary focus of the SASSETA is as follows:

Chamber	Title	Level
Legacy Law Society	Admission as Conveyancer by the High Court of South Africa	
	Admission to Notarial Practice by the High Court of South Africa	
	Admission to Attorney's Practices by the High Court of South Africa	
Policing	National Certificate Policing	Level 5
Security	National Certificate in Security Practices	Level 3
	National Certificate in Security Practices: Electronic Security	Level 4
	National Certificate in Security Practices	Level 4
	National Certificate: Use of Firearms	Level 4
	National Diploma in Security Management: Electronic Security	Level 5
	Demonstrate knowledge of the Firearms Control Act 2000 (Act 60 of 2000) applicable to possessing a firearm	Level 3
Corrections	National Certificate: Corrections Science	Level 4
	National Diploma: Corrections Science	Level 5
Intelligence	Further Education and Training Statutory Intelligence	Level 5
	National Certificate in Statutory Intelligence Practices	Level 5
Defence	National Deploma: South African Special Forces Operations	Level 5
	National Certificate: Military Studies	Level 5

5.4. SASSETA accreditation and related legislation and structures

Providers in many of the industries within the SASSETA primary focus are also governed by legislation and concomitant regulations relevant to that particular sub-sector. These providers must meet the requirements stipulated in such legislation in order to be accredited by the SASSETA. Some of the relevant bodies of legislation include:

*   Correctional Services Act
*   Occupational Health and Safety Act
*   Private Security Industry Regulatory Authority Act 56 of 2001
*   Firearms Control Act
*   South African Police Services Act
*   Intelligence Services Act
*   Secret Services Act
*   Defence Act

As a provider, you should make sure that you are aware of all the relevant pieces of legislation that affect your sub-sector and should ensure that you adhere to all the requirements of this legislation.

These different pieces of legislation lay the basis for the establishment of several other professional bodies which operate within the various sub-sectors of the SASSETA. These bodies are involved with regulating the respective industry, which often includes the responsibility for ensuring the quality of professions within the industry. This can be confusing for providers because the respective bodies may place additional quality assurance requirements over and above the specific criteria required by the SETA ETQA.

The SETA ETQA is involved in a number of discussions with these different bodies to allow the criteria to be as streamlined as possible. However, it is vital to emphasise the fact that providers must operate within the legal framework that governs the sector — the accreditation with the SASSETA rests on the fact that the provider can satisfy that it has met these legal requirements.

Consider who the relevant bodies are in your sector, have you met their requirements? How can the work that you have done to meet their requirements support the accreditation process?

6. Kinds of accreditation

The SASSETA offers both different levels as well as different categories of accreditation, based on the provider's aims and criteria. One of the implications of this is that new providers will find it easier to get going — it's not a simplistic pass/fail situation but rather a system of continual growth and development.

6.1. Levels of accreditation offered by the SASSETA

The SASSETA requires providers to meet a series of criteria (see Section 3) in order to achieve accreditation status. These criteria have been developed to ensure that education and training providers are able to deliver a quality education and training service. These criteria are determined in a manner that protects the rights of the learner and the public.

The SASSETA does acknowledge, however, that some providers may require a period of time to meet certain criteria — and will give providers who meet basic criteria 'provisional accreditation' status while they achieve the more extensive criteria required for full accreditation. The SASSETA has undertaken to ensure those providers have access to support that will help them meet the objectives of 'full accreditation' during their period of provisional accreditation. The two levels of accreditation are discussed in more detail below.

6.1.1. Full accreditation

All providers are ultimately required to meet the criteria for full accreditation. They may not remain provisionally accredited indefinitely and a clear timeframe for meeting the accreditation requirements will be agreed upon with the provider and the ETQA. In order to achieve full accreditation, you need to comply with all the necessary criteria outlined in Section 3. The accreditation agreement will indicate which programmes you are accredited to offer, and this will take place in terms of the programme evaluation process of the SASSETA ETQA.

In brief:

When a provider is applying for accreditation with the SASSETA they will undergo a programme evaluation process in which the SETA ETQA will review the programmes. They will then award the provider with an accreditation status for certain programmes.

This process implies that you do not have a blanket accreditation, but rather that you are accredited for certain programmes and when you wish to be accredited for other programmes you will then need to apply for an extension of your accreditation status.

This does not suggest that you can only offer the programmes that are accredited but learners and (where these are different) your clients will need to be informed on what programmes you are accredited for and what programmes involve the assessment of learners against unit standards registered on the NQF. This allows learners to receive credits on the National Learner Record Database (NLRD). The programmes that you are not accredited for can still be offered, but learners will not receive national recognition upon successful completion of these programmes.

NOTE: where programmes are not yet developed against unit standards (i.e. the standards do not yet exist) the provider can only obtain approval status rather than accreditation status for those programmes. Providers are then required to put a plan in place to monitor when new standards are registered and to adapt their programmes accordingly.

There may also be providers that have applied to another ETQA for accreditation (or are already accredited with another ETQA), but may have a limited number of programmes that fall within the primary focus of the SASSETA ETQA. In these cases, the other accrediting ETQA will request that the SASSETA ETQA undertakes a programme approval process for this provider. This is to streamline the process for providers.

According to the SASSETA, full accreditation is defined as follows:

A provider, who, in the sole discretion of SASSETA, has complied with all criteria, will be accredited for a period of five (5) years. During this time a relationship will be established with the SASSETA in terms of which a programme of continuous audit and quality improvements will be implemented.

Renewal of accreditation is considered upon receipt of the application form. Note that renewal of accreditation is not automatic — the SASSETA will need to take into consideration the outcomes of the periodic audits conducted, as well as the provider's willingness and ability to implement the changes recommended in these audits.

6.1.2. Provisional accreditation

Provisional accreditation status is a temporary status given to providers that have not met all the criteria for full accreditation. The SASSETA has outlined a set of critical criteria (outlined in Section 3) that you need to meet to obtain provisional status.

The provisional accreditation criteria have been identified as those baseline requirements you need to have in place to ensure the protection of learners and the quality of provision. If applicants do not meet the minimum criteria for provisional accreditation, they will not be given this status. They will instead be supported to meet these criteria, and they can then reapply for provisional accreditation when the minimum requirements are in place.

During the specified time that a provider is provisionally accredited, the organisation is required to develop and implement a plan to ensure that the remaining criteria for full accreditation are met. As mentioned earlier, the SASSETA has adopted a developmental approach to accreditation and will assist and support you where necessary to achieve full accreditation status.

If a provider has not met the criteria for full accreditation at the end of the specified provisional period, the provider's provisional accreditation may be revoked. This is to ensure that providers continue to improve their practices and systems, as required by full accreditation status, instead of just limiting themselves to the absolute minimum criteria for quality provision and protection of learners.

The maximum duration of provisional accreditation status is one year, but providers will be individually reviewed in order to determine individual timeframes, as some criteria may take a shorter time to implement than others.

6.2. Categories of provider accreditation

As indicated, there are two levels of accreditation — full and provisional accreditation. These are a measure of the extent to which providers are able to meet certain criteria. However, as a provider, you may also choose the category of accreditation that you wish to acquire. The category of accreditation relates to what it is that you are offering learners.

6.2.1. Category 1: Assessment only

Providers wishing to assess learners and RPL candidates only (i.e. not deliver learning programmes) should apply for this category. This accreditation category excludes several criteria that would be required for programme delivery. This means that if you are an Assessment Centre that just focuses on assessment, you can select this option. However, you will not be accredited for the delivery of learning programmes. The criteria for the assessment only category are outlined in Section 3.

6.2.2. Category 2: Delivery and assessment

This category relates to those providers that wish to deliver learning programmes as well as assess learners — it includes criteria for both activities. The criteria for the delivery and assessment option are outlined in Section 3.

6.2.3. Important considerations for categories of accreditation

6.2.3.1. Delivery of learning programmes only

The SASSETA ETQA cannot accredit providers that do not perform learner assessments against unit standards (or outcomes where unit standards are not yet available). This explains why there is no 'Delivery Only' category available. Assessment is one of the primary mechanisms through which the quality of education and training can be monitored and evaluated. If learners are not being assessed by the provider, the ETQA is not able to quality assure the provision of education and training. For this reason 'Delivery Only' providers cannot receive accreditation status.

'Delivery Only' providers who would like accreditation from the SASSETA should make arrangements to partner with an assessment provider/practitioner and then apply for accreditation. Alternatively, you

may wish to contract assessors to support the assessment of your learning programmes. These assessors could then work with you to support an integrated learning programme.

6.2.3.2. Workplace provision

Some workplaces may also be education and training providers. For example, there may be a security company that has its own education and training unit that has applied to the SASSETA ETQA for accreditation. This unit may provide education and training to the staff internal to the company, and may also sometimes provide education and training to the staff from other companies. In such instances, it is specifically the education and training unit (and not the entire organisation) which is accredited to provide education and training. In this way we avoid confusing the "workplace" with the "education and training provider".

However, certain workplaces primarily wish to act as hosts for the workplace component of a particular learning programme, such as the case with learnerships (and they may wish to offer very limited programmes such as 'induction' and 'health and safety'). Some SETAs require that the workplaces become accredited to manage the workplace component of a learning programme, while others have taken the approach of encouraging best practice in the workplace, rather than requiring formal accreditation. It is anticipated that this will encourage workplaces to participate in the delivery of learnerships and skills programmes.

The SASSETA has taken the latter position (i.e. the SASSETA does not require workplaces to be accredited in order to provide the workplace component of a learnership). SASSETA encourages workplaces to put certain systems or mechanisms in place to support learners. This includes encouraging workplaces to train mentors and coaches to assist and support learners, as well as assessors that can assess the learner at the workplace. These roles are seen as vital to developing quality provision, as well as encouraging workplaces to be learning organisations.

> (i) In the light of this information about the provider categories, consider which category best suits the role that you wish to play as an organisation. This decision will allow you to review the next section with an understanding as to which criteria you will be required to meet, and which criteria may not be necessary.

6.3. Responsibilities of providers

Providers are only required to submit select pieces of evidence in the application phase. These are indicated in the Criteria Table in Section 3 and in the application form. Providers, however, are required to keep the remaining evidence on site in an organised and easy-to-access manner. Only a few pieces of evidence are required in the application phase so as to minimise the amount of reproduction that has to be done. This also serves to focus the review of the SASSETA on those criteria that are critical to the accreditation process so that the SETA will be able to advise providers if there are any areas that appear to require attention prior to the verification visit.

It is the provider's responsibility to make sure that all the criteria and evidence requirements are in place before the SASSETA sends a verification and programme evaluation team to the provider's premises. **If the provider declares readiness for the verification visit but then does not have the relevant evidence in place, the SASSETA has the right to penalise the provider**. This is to ensure that providers do not 'take chances' and are adequately prepared for the visit before the time.

6.4. Provider registration

The Department of Education requires that education and training providers are registered with them. The SASSETA encourages providers to register with the Department in accordance with current legislation. However we recognise that this may not be currently possible. In this case the provider should submit a letter from the DoE indicating that they have applied for registration, but that the DoE is not yet undertaking this registration process.

Section 3: Accreditation criteria

This section outlined the criteria that providers need to meet in order to become accredited.

The criteria ticked in Column A&D are all the criteria a provider is required to meet for full accreditation as an Assessment and Delivery Category Provider.

The criteria ticked in Column Prov. A&D are the basic criteria a provider is required to meet for provisional accreditation as an Assessment and Delivery Category Provider.

The criteria ticked in Column A Only are all the criteria a provider is required to meet for full accreditation as an Assessment Only Provider.

The criteria ticked in Column Prov. A Only are the basic criteria a provider is required to meet for provisional accreditation as an Assessment Only Provider.

The evidence that providers are required to submit in the application phase is also indicated. **All remaining evidence must be stored by the provider and be made available to the SASSETA verification and programme evaluation team.**

The table also contains some advice as to how to develop this evidence where relevant.

	Requirements	Evidence and tips	What to submit in application phase	A & D	Prov. A&D	A Only	Prov. A Only
	Financial Administration and Physical Resources						

1	Registration as a legal entity	• Company registration documentation for one of the following:
		   * Sole proprietor
		   * Partnership
		   * Trust
		   * Section 21
		   * Private company
		   * Public company
		   * Statutory body
			• Company registration form	✔	✔	✔	✔

2	Company is tax compliant	• Income tax number [Note that even if you are a new provider, SARS will still provide you with a tax clearance certificate, providing that you are registered with them and have been complying since you started up]	• Income tax number • Tax clearance certificate from SARS	✔	✔	✔	✔

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Financial Administration and Physical Resources (continued)

	Requirements	Evidence and tips	What to submit in application phase	A & D	Prov. A&D	A Only	Prov. A Only
3	Ccompany is financially sound	• Audited financial statements OR • Letter indicating that organisation is solvent and complies with generally accepted accounting practices	• Audited financial statements OR • Letter indicating that organisation is solvent and complies with generally accepted accounting practices	✔	✔	✔	✔
4	Company has Employment Equity Plan in place (this only applies if (i) company has more than 50 employees or (ii) company has less than 50 employees but a total annual turnover that is equal to or above the applicable annual turnover of a small business in accordance with the Act). A table of the applicable turnover is attached at the end of this table. Please note, the Employment Equity Act does not apply to the National Defence Force, the National Intelligence Agency or the South African Secret Service	• Employment Equity Plan • Statement of number of employees submitted by auditor • Statement of annual turnover submitted by auditor [Note that even if you are not legally required to develop an employment equity plan, it is important that you consider employment equity as part of your broader skills development plan]		✔		✔	

Financial Administration and Physical Resources (continued)

	Requirements	Evidence and tips	What to submit in application phase	A & D	Prov. A&D	A Only	Prov. A Only
5	Ownership of or access to the resources and facilities required for provision	• List of facilities and resources required for provision • Evidence of facilities owned/used and resources owned/used (i.e. the actual facilities and resources themselves or agreements with other parties for use of these) [Note that you do not have to have your own facilities and resources, so don't panic. As long as you can indicate the arrangement that you have for the use of another organisation's facilities and resources, this is acceptable.]	• List of facilities and resources required for provision • Evidence of facilities owned/used and resources owned/used (i.e. the actual facilities and resources themselves or agreements with other parties for use of these)	✔	✔	✔	✔

Quality Management System

	Requirements	Evidence and tips	What to submit in application phase	A & D	Prov. A&D	A Only	Prov. A Only
6	There is an acceptable monitoring and evaluation methodology for revising course/learning programme and related material, including updating/adjusting programmes when new unit standards are registered	• New unit standards included in programme or adaptations made where required • Client surveys/evaluations • Learner surveys/evaluations • Outline of feedback mechanisms to relevant ETDs [Note that in this case, we are looking for ways in which you listen to the views of your learners and the employers that have sent them to you (where relevant) and the manner in which this informs the way in which you run your programme in the future.]		✔		✔	

Quality Management System (continued)

Requirements	Evidence and tips	What to submit in application phase	A & D	Prov. A&D	A Only	Prov. A Only
7 Learning programmes lead to unit standards and/or qualifications registered on the NQF (where standards and qualifications currently exist)	• List of titles of learning programmes with indications of which unit standards and qualifications they lead to (where standards and qualifications currently exist)	• List of titles of learning programmes with indications of which unit standards and qualifications they lead to (where standards and qualifications currently exist)	✔	✔		

Learning programme provision

	Requirements	Evidence and tips	What to submit in application phase	A & D	Prov. A&D	A Only	Prov. A Only

8	Learning programmes are stated in a programme outline that contains a delivery plan	• Learning programme outlines, including:
		  * Outcomes
		  * Structure
		  * Design of programme
		  * Method of delivery
		  * Content
		  * Learning materials to be used
		[Note that this section is highlighted in more detail in the Programme Evaluation Form. We want you to outline what the purpose of your programme is and what the learners will be able to do, know and understand at the end of the programme. The programme outline should indicate how this will enable learners to be assessed against the outcomes of the unit standards. Where you have not developed the materials, you will either need to get this outline from the organisation that you purchased the material from, or you will need to do this analysis. If there are gaps, then you will either need to give feedback to the institution that developed the materials or you will need to make the necessary adjustments.
		
		You will then need to indicate how you will deliver the programme in a manner that meets the needs of the learners, for example, are you going to run the programme part-time or full-time, in the day or in the evening, etc.
		
		There is also a need to consider how theory and practice will be integrated to enable learners to reflect on practice and deepen their knowledge and insight.
		
		Finally, there is a need to consider what resources will be appropriate to support the learners, and to consider the nature of these materials and the manner in which they encourage interactive learning.]
			• Learning programme outlines	✔	✔		

9	Learning programmes are expressed as outcomes (even in instances where unit standards and qualifications do not yet exist)						
10	Learning programmes include appropriate theoretical and practical components and appropriate institutional and workplace components						
11	Appropriate and up-to-date learning materials are available						

	Requirements	Evidence and tips	What to submit in application phase	A & D	Prov. A&D	A Only	Prov. A Only
		Learning Programme Provision (continued)					
12	There is a policy in place which permits the repetition of courses for a limited number of times at no additional cost	• Outline of policy on learner repetition [Note that while there is an understanding that certain courses cannot be entered in the middle and that learners will need to undertake the entire course because of the manner in which the course is structured, there is a need for providers to consider how the course can support access and avoid learners repeating learning that they already have and thereby rather building on this learning and experience.]		✔			
13	Programmes are structured to permit multiple-entry and multiple-exit.	• Where courses do not currently conform to unit standards, certification must be modular and credit based.		✔			
		Learner Entry, Guidance and Development					
14	Learners from different backgrounds and with either formal qualifications or their equivalents have access to the learning programme	• Access criteria [Note that providers are encouraged to explore ways that access can be enhanced through implementing different selection procedures that allow the opportunity for learners to access the programme, even where they do not have the required formal qualifications. The Department of Labour has a number of selection procedures that can be used and providers can seek support from the Department to implement these.]		✔	✔		
15	Providers are able to perform RPL assessments for learners for entry into a learning programme	• RPL procedure for learner entry [Note that there is an expectation that where learners are assessed as competent against a unit standard/qualification that they receive recognition for this learning, and receive credits that are registered on the NQF.]		✔			

#	Requirements	Evidence and tips	What to submit in application phase	A & D	Prov. A&D	A Only	Prov. A Only
	Learner Entry, Guidance and Development (continued)						
16	Registration procedures are in place	• Learner records are kept and include learner biographical data [Note that as part of your responsibility for registering learners in a programme and for conducting their assessment is to ensure that you keep adequate records of the learners.]		✓	✓	✓	✓
17	Services to support learner success (e.g. counselling, guidance, resource centre etc.) are accessible and effective.	• Names and details of contact person/people responsible for learner support are provided • List of support services for learners [Note that for many of the learners the learning environment is a scary environment, and learners require a space and a person that they can contact and speak to about their experiences. It is important that this person is available to learners and should ideally be a person that is based at the provider and is accessible to the learners when they are not in classes.]	• Names and details of contact person/people responsible for learner support are provided • List of support services for learners	✓	✓	✓	✓
	Management of Assessment						
18	Learner results are submitted promptly to learners and employers, as well as the SASSETA	• Learner record database [Note that as indicated, the database is crucial, and there will be a need to store records about the learners, their ID numbers, their race, gender and disability status, as well as other details such as their learner record. This information will be important for yourselves as providers but will also assist the SETA to report against the National Skills Development Strategy targets.]		✓	✓	✓	✓

	Requirements	Evidence and tips	What to submit in application phase	A & D	Prov. A&D	A Only	Prov. A Only
			Management of Assessment (continued)				

20	Assessment meets the requirements as specified in the standards and qualifications (or outcomes, if applicable)	• Assessment procedures outlined including
		  * Planning of assessment
		  * Designing the assessment
		  * Conducting of the assessment
		  * Collection of evidence
		  * Making judgement
		  * Provision of feedback on the assessment
		  * Assessment evaluation process
		
		Note that assessment must conform to assessment principles. SAQA says that **Fairness + Validity + Reliability + Practicability = Credibility.**
		
		Credible assessment leads to the acceptance of and belief in certificates.
				✔	✔	✔	✔

21	The assessment cycle includes both formative and summative assessments	**Fairness** is the overarching quality that captures all of the principles of good assessment put together. An assessment should not in any way hinder or advantage a learner. A fair assessment must also be **transparent**. Learners should be able to query their results, and receive proper explanations, spelling out the criteria and explaining which ones were not met, together, where possible, with advice on how to improve. **Validity** is one of the principles of assessment that is most difficult to achieve. A valid assessment task basically is one that assesses what it is designed to assess. The validity of an assessment also depends on meeting the evidence requirements as stipulated in the unit standards or qualification. **Validity of evidence requires authenticity, sufficiency and currency.**		✔	✔	✔	✔

	Requirements	Evidence and tips	What to submit in application phase	A & D	Prov. A&D	A Only	Prov. A Only
		Management of Assessment (continued)					
22	The assessments address both theoretical and practical components of the learning programme	If a portfolio or a written assignment or project contains, for example, articles, newsletters or other written material produced by the candidate, it is important to check whether or not it is the candidate's own work. **Authenticity** of evidence is an important assessment criterion. The **currency** of key outcomes is important for all assessments where the outcomes have been accumulated over many years. **Sufficiency** of evidence is another criterion for valid assessment. This is particularly in relation to observation of work practice, where it is important to ensure that the observation does not record the one lucky time the candidate performed correctly and observed the safety regulations in the explosives factory!		✔	✔	✔	✔
23	Assessment methods and instruments/tools clearly defined	As indicated it is suggested that you consider your existing systems, and think whether they meet the principles of assessment described here. • Think about who does your assessment? • What instruments are used for this assessment? • Who checks whether the assessment practices and instruments meet the principles described in this section (that is what is your moderation procedures) • How you record the results of these assessments? • How do you inform the learner about their results • How do you submit these results to the ETQA and facilitate the certification of the learner		✔	✔	✔	✔

	Requirements	Evidence and tips	What to submit in application phase	A & D	Prov. A&D	A Only	Prov. A Only
		Management of Assesment *(Continued)*					
24	Assessment appeal process	• Document outlining steps to be followed in appeals process [Note that there should be a clear appeal process for learners, which should be provided to the learners upon entering the programme].		✔	✔	✔	✔
25	Learners are informed on how they will be assessed in a clear and unambiguous way	• Outline of assessment plan including: * When learners will be assessed * How learners will be assessed * What assessment methods will be used [Note that these decisions should take into account the principles of assessment highlighted above, and should ensure that there are opportunities for the learners to be assessed during the programme and at the end of the programme. The nature of the programme and the content of the programme should determine what type of methods are utilised based on what is appropriate and what will ensure that the assessment meets the assessment criteria.]		✔	✔	✔	✔
26	Assessors work to common and explicit instructions for allocating results or judgements	• Assessment scoring tools such as checklists, marking memos, etc. [Note that it is important for the provider to have tools that assist the assessors to make an assessment judgement. This does not suggest that assessors do not require subject matter expertise but rather that the tool should guide the assessor to allow for a consistency of marking across assessors.]	• One example of assessment scoring tools such as checklists, marking memos, etc.	✔	✔	✔	
27	Internal and/or external moderation procedures are in place	• Outline of moderation procedures [Note that only a random sample of learner assessments need to be moderated in order to ensure consistency, validity and reliability of results.]		✔	✔	✔	✔

Staff Selection, Appraisal and Development

#	Requirements	Evidence and tips	What to submit in application phase	A & D	Prov. A&D	A Only	Prov. A Only
28	ETD Practitioners meet the minimum qualifications for the position they currently occupy	• List of ETDPs and their relevant qualifications • Moderator registration numbers • Assessor registration numbers [Note that staff should either be qualified against the relevant standards or qualifications or should have the requisite competence and experience.]	List of ETDPs and their relevant qualifications	✔	✔	✔	✔
29	A professional development plan exists for each employee in the organisation	• Staff development policies and procedures OR • Staff professional development plans [Note that where staff do not yet have the requisite qualifications then there should be a plan to RPL these staff, and where necessary provide opportunities to these staff for continual professional development. These plans should be part of a Workplace Skills Plan (WSP) and should form the basis of your interaction with the SETA with which you are registered.]		✔	✔	✔	
30	All recruitment, written materials, media materials and human interaction are free of discrimination	• Outline of Recruitment Policies [Note that this requires that a provider has a statement and a commitment to the values of the new constitution.]		✔		✔	
31	Staffing Policies and procedures for recruitment, selection, appointment, promotion, and termination	• Staffing policies including recruitment, selection, appointment, promotion and termination [Note that these policies should take into account the requirements of programmes as well as should be qaconsistent with the labour relations act and the employment equity act.]		✔		✔	

#	Requirements	Evidence and tips	What to submit in application phase	A & D	Prov. A&D	A Only	Prov. A Only
	Marketing						
32	There is a communications/ marketing plan in place that is accessible to prospective learners and employers and that provides the necessary information on programme availability clearly and concisely.	• Outline of communications/marketing plan [Note that there should be a plan to make prospective learners aware of the programme and what it entails. Providers should determine what is the most appropriate means of communication].		✓		✓	
33	Internal and external customers are satisfied with provider products and services	• Employer Satisfaction Surveys • Learner Satisfaction Surveys [Note that there needs to be tools that explore how learners and employers (where learners were sent by employers) perceived the programme — this should be at the end of the programme as well as after the programme (possibly a few months after the programme has been completed). This is seen as critical in determining whether the programme has had an impact — for example whether unemployed learners have accessed an economic opportunity, or whether employed learners are performing better at the workplace.]		✓		✓	
	Occupational Health and Safety						
34	Providers ensure facilities and equipment used are compliant with the Occupational Health and Safety Act	• Evidence of compliance with the occupational health and safety procedures • NOSA Certificate (optional) [Note that providers need to indicate that there is compliance — this means that the onus is on you as a provider to ensure that you understand the legislation and that you are complying with this legislation].	• Letter from the provider indicating that they are familiar with the legislation, and that they take responsibility for adherence to H&S at the provider.	✓	✓	✓	✓

Requirements	Evidence and tips	What to submit in application phase			
		A & D	Prov. A&D	A Only	Prov. A Only
Occupational Health and Safety (continued)					
35 Learners are provided the necessary instruction on health and safety procedures	• Document for learners outlining health and safety procedures [Note that learners need to be aware of any relevant procedures — perhaps this could take the form of a notice in a prominent place or that there is a procedure that is practiced.]	✔	✔	✔	✔

Turnover threshold applicable to designated employers (Employment Equity Act)

Sector or sub-sectors in accordance with Standard Industrial Classification	Total Annual Turnover
Agriculture	2,00 m
Mining and Quarrying	7,50 m
Manufacturing	10,00 m
Electricity, Gas and Water	10,00 m
Construction	5,00 m
Retail and Motor Trade Repairs and Services	15,00 m
Wholesale Trade, Commercial Agents and Allied Services	25,00 m
Catering, Accommodation and other Trade	5,00 m
Transport, Storage and Communications	10,00 m
Finance and Business Services	10,00 m
Community, Social and Personal Services	5,00 m

Section 4: What needs to be done

This final section outlines the steps that you will be required to follow when becoming accredited. This section is both to assist you to understand what you will be required to do to become accredited but also to allow you to monitor the work of the ETQA in terms of what it is required to do to facilitate your accreditation.

7. Overview of the accreditation process

7.1. Step 1: Application phase

1.   The SASSETA provides various documents to providers applying for accreditation; these include:
   (a)   HOD:ETQA Manual
   (b)   Provider Self-assessment Guide
   (c)   Accreditation Application Form
   (d)   Assessor/Moderator Guide and Registration Form
   (e)   Accreditation Programme Evaluation Form
2.   What is the purpose of the self-assessment?

Self-assessment is an important developmental process whereby providers are able to sit back and reflect on their own practices and decide on how they can improve the provision of education and training to ensure the highest standards of quality.

Self-assessment should not be viewed as a quick "checklist" completed simply for the purposes of submission to the SETA. This is your opportunity as a provider to conduct a thorough examination of your practices for your organisation's own growth and development.
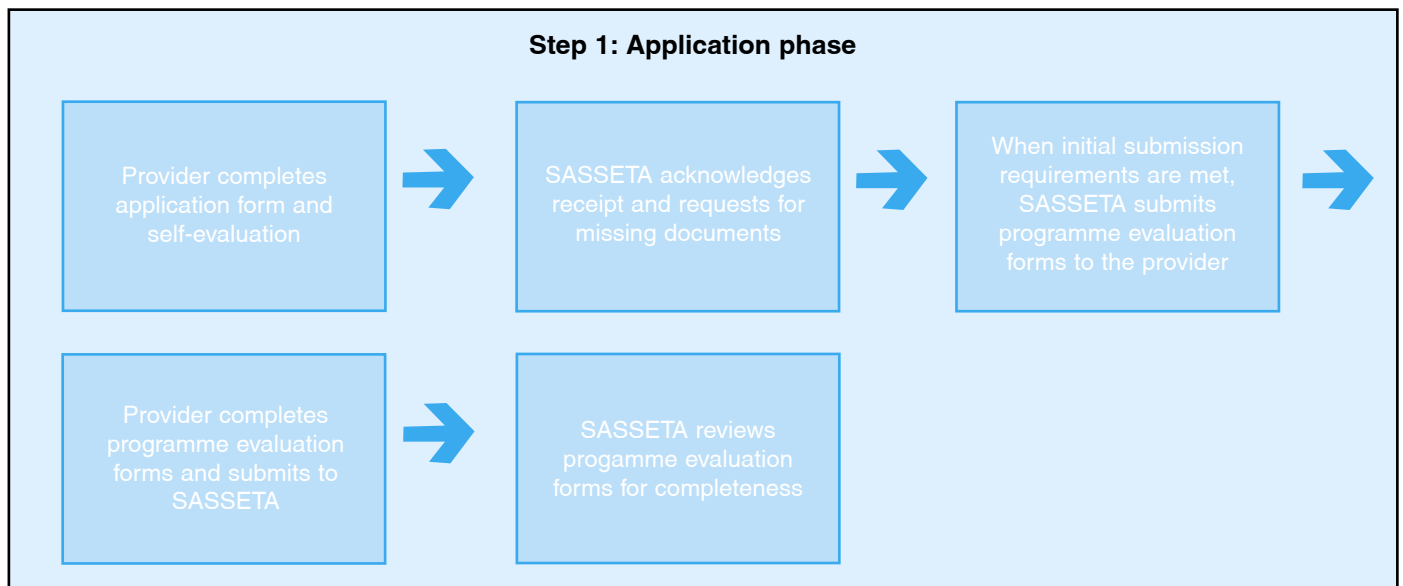
The SASSETA does not require the submission of your complete self-assessment process. Instead, all that providers need to submit is a developmental plan that indicates what you still need to put in place to ensure quality learning and teaching and when and how you intend to achieve these aims.

You are urged to take this process seriously and to contribute not only to increased quality of provision in your own organisation, but across the whole SASSETA sector.

The Self-Evaluation Guide will assist you to complete the self-assessment process.
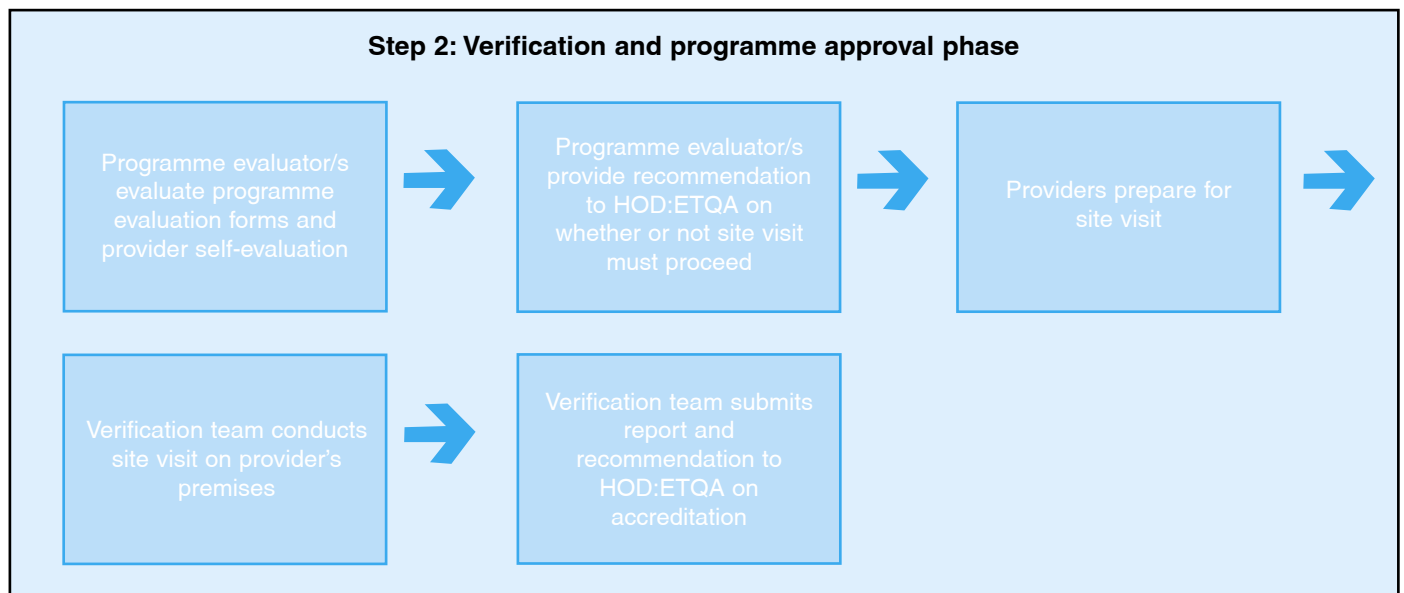Complete the application form with the evidence required attached.
3.   Complete the self-assessment.
4.   Submit both documents to the SETA.
4.   SASSETA should acknowledge receipt of application and self-assessment forms within 10 days.
6.   SASSETA reviews whether or not evidence requirements for the application phase have been met, and follows up on missing documentary evidence within 10 days. Providers are urged to submit any outstanding evidence as soon as possible, so as to not hold up the process of accreditation.
7.   Once initial evidence requirements have been met, SASSETA submits Programme Evaluation forms to the provider for completion.
8.   Submit programme evaluation forms, which SASSETA reviews for completeness and ensures that subject matter experts review in terms of the programme approval criteria. The ETQA will then follow up with the provider, where necessary.

Step 1: Application phase

Provider completes application form and self-evaluation → SASSETA acknowledges receipt and requests for missing documents → When initial submission requirements are met, SASSETA submits programme evaluation forms to the provider →

Provider completes programme evaluation forms and submits to SASSETA → SASSETA reviews progamme evaluation forms for completeness

7.2. Step 2: The site visit

1. Once programme evaluation forms have been submitted, SASSETA will initiate processes to put together a verification and a focused programme evaluation team (although this may only be one person as the bulk of the programme evaluation activities will take place before the visit based on the forms). This subject matter expert will then review a sample of the programmes and related materials during the site visit. This site visit should take place once the ETQA is satisfied that the provider has met certain requirements pertaining to programme evaluation.
2. The ETQA will inform you as a provider about the site visits so that a date can be scheduled.
3. The verification and programme evaluation team are briefed and provided with the necessary documentary information.
4. The site visit is conducted.
5. The team reports their findings to the SASSETA who will take this recommendation through the requisite processes in the SETA (such as the ETQA committee).
6. Three possible courses of action ensue:
   (a) The process of full accreditation commences
   (b) The process of provisional accreditation commences
   (c) The provider is informed of "denial of accreditation" status and a decision is taken on whether or not to charge the provider for expenses incurred.

Step 2: Verification and programme approval phase

Programme evaluator/s evaluate programme evaluation forms and provider self-evaluation ➡ Programme evaluator/s provide recommendation to HOD:ETQA on whether or not site visit must proceed ➡ Providers prepare for site visit ➡

Verification team conducts site visit on provider's premises ➡ Verification team submits report and recommendation to HOD:ETQA on accreditation
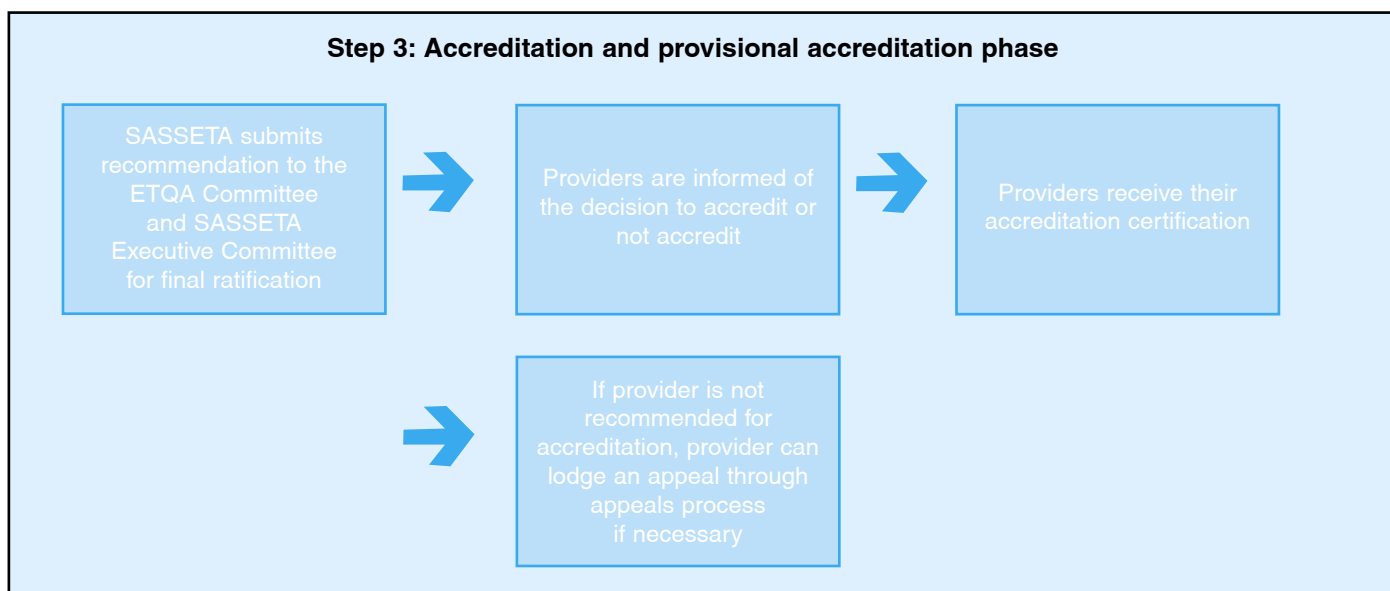
7.3. Step 3: Accreditation and provisional accreditation phase

The outcome of the evaluation of the documentation and the site visit will be one of the following:

1. *Full Accreditation:* This will be granted if the applicant complies fully with the accreditation requirements.
2. *Provisional Accreditation:* Provisional Accreditation will be granted to a provider who does not fully meet the requirements, subject to the implementation of the necessary corrective actions based on a mutually agreed development plan in line with the timeframes set by the SASSETA and the interests of the learners are protected.
3. *Denial of accreditation:* The SASSETA has the right to reject any application for accreditation with costs if the provider applying for accreditation does not meet the requirements for accreditation and has no intention to implement the required corrective actions.
4. Providers approved for either provisional or full accreditation will be notified in writing and issued with an Accreditation Certificate as per the SASSETA Certification Policy.
5. Appeals by a provider against the non-accreditation of the provider may be lodged in writing with the SASSETA in terms of the Appeals Procedure for Providers, and the necessary arrangements for the appeal will be made. Providers should lodge their appeal in writing to the HOD:ETQA, within 21 days of receiving notification of denial of accreditation. Providers must provide substantive reasons why they are making the appeal. The SASSETA will implement suitable action.

Step 3: Accreditation and provisional accreditation phase

SASSETA submits recommendation to the ETQA Committee and SASSETA Executive Committee for final ratification

Providers are informed of the decision to accredit or not accredit

Providers receive their accreditation certification

If provider is not recommended for accreditation, provider can lodge an appeal through appeals process if necessary

7.4.   Step 4: Monitoring phase

1.   The SASSETA conducts site audits at providers as an ongoing monitoring and evaluation function.
2.   Providers will be required to provide the SASSETA with quarterly reports complying with specified guidelines. These reports would include but not be limited to:
   (a)   progress reports on developmental plans;
   (b)   the assessment activities of the provider;
   (c)   two internal audit reports of the learning system;
   (d)   reports of information on learner records and quality managements systems; and
   (e)   reports on Quality Management Systems.
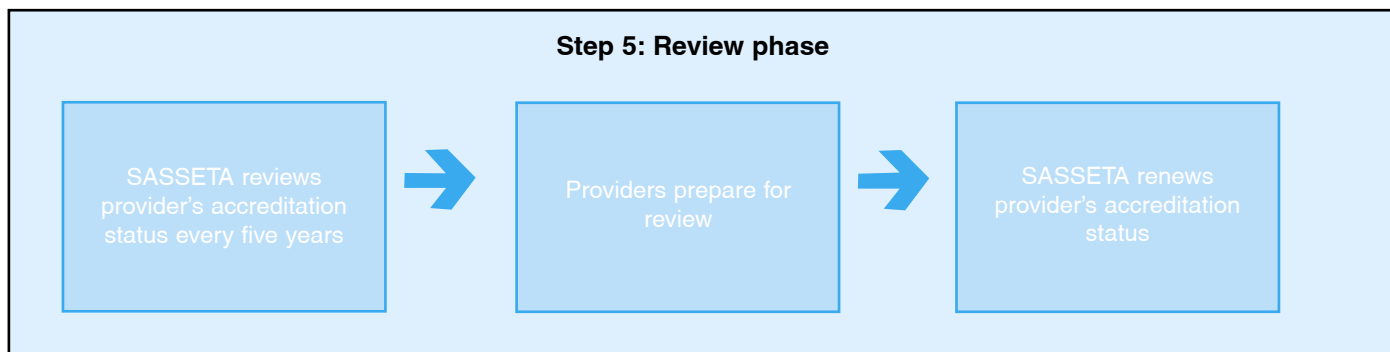

Step 4: Monitoring phase

SASSETA conducts ongoing site audits

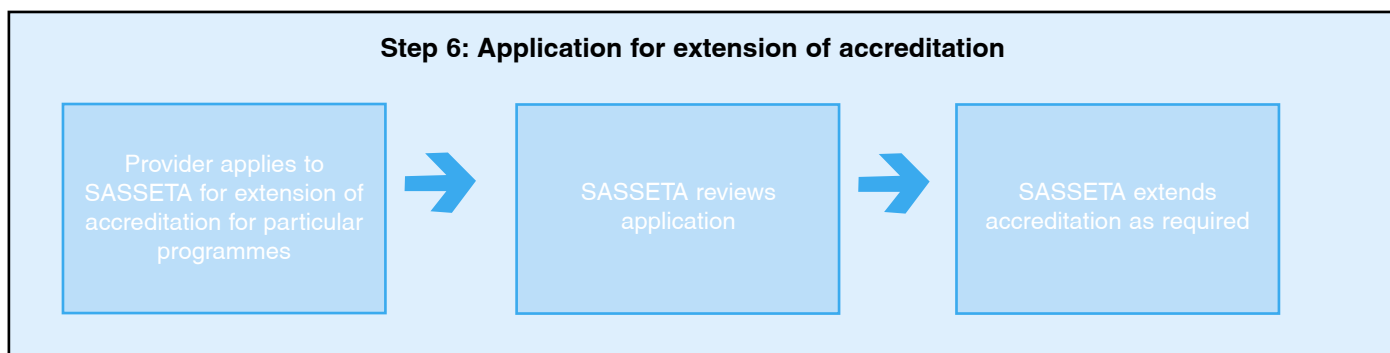Providers submit quarterly reports
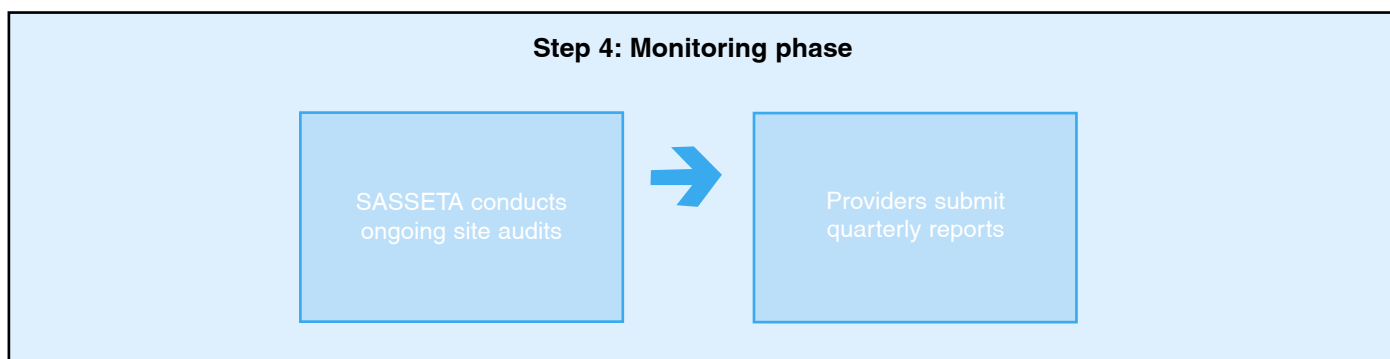
7.5.   Step 5: Review

1.   Providers' accreditation status is reviewed every five years
2.   ETQA makes a decision about its continued accreditation of the provider

It is important for providers to note in becoming accredited, they agree to adhere to the requirements of accreditation, as laid out by the SASSETA. Should the SASSETA observe that providers are not adhering to their accreditation requirements, their accreditation status could be revoked at any point, as deemed appropriate by the SASSETA ETQA.

Step 5: Review phase

| SASSETA reviews provider's accreditation status every five years | → | Providers prepare for review | → | SASSETA renews provider's accreditation status |

7.6. Step 6: Application for extension of accreditation

1. If a provider wishes to provide additional programmes after being awarded accreditation status, they can request that the SASSETA evaluates those particular programmes for extension of accreditation

2. ETQA will then review the programme outlines of the provider, and if acceptable, provide extension of accreditation to the provider, where relevant.

Step 6: Application for extension of accreditation

| Provider applies to SASSETA for extension of accreditation for particular programmes | → | SASSETA reviews application | → | SASSETA extends accreditation as required |

7.7. De-accreditation of providers

This section explores the activities that will be involved where a provider must be de-accredited by the SASSETA ETQA. It is obvious that this is a step that the SETA ETQA would like to avoid, and for this reason emphasis has been placed on ensuring that the accreditation process is thorough and that there is unlikely to be a need to de-accredit a provider. Nonetheless, as part of the ETQA's responsibility to protect both learners and the public, there is a need to build in this possibility to ensure consistent quality from providers.

7.7.1. Monitoring activities

When providers are accredited they will receive a set of conditions that they must adhere to as part of their accreditation arrangement. These could include:
- Aligning certain policies and procedures with the requirements of the ETQA;
- Putting in place a system to track learners who complete programmes with the provider;
- Developing an effective RPL system.

Further, providers will be required to submit quarterly reports to the ETQA. These will both report on the manner in which the provider has met the requisite conditions, and will report against the requirements set out in the SETA's reporting template.

7.7.2. De-accreditation

This will apply in the following instances:
- The SASSETA is in receipt of sufficient evidence which indicates the Provider has been involved in gross irregularities;
- Where a provider fails to meet the requirements agreed upon as laid out in the monitoring arrangements (highlighted above);
- The SASSETA finds, through a structured process of investigation, that the Provider fails to perform its functions satisfactorily in terms of compliance with the accreditation agreement;
- Where the Provider has been provided with sufficient support and assistance and given a reasonable timeframe to improve performance and the verification/accreditation term reports that the Provider fails to meet the accreditation criteria.

In any of these cases, the ETQA will investigate the complaint through a visit to the provider and conducting a review. The team will then make a recommendation, which will be submitted to the ETQA for review. Once a decision has been taken, the provider will be informed. The provider will then be given the right to an appeal.

8. Conclusion

We hope that this manual has assisted you to engage with the accreditation process and to enhance the quality of provision. We would encourage you to share your experiences of this process so as to support the continual development of quality in the system.

Section 5: Glossary

The glossary provides you with short definitions of key concepts in this manual.

Accreditation	Accreditation is essentially a stamp of approval indicating that the accrediting body is satisfied that the accredited body meets the requirements for assuring quality. According to SAQA, accreditation can be defined as "the certification, usually for a particular period of time, of a person, a body or an institution as having the capacity to fulfil a particular function in the quality assurance system set up by the South African Qualifications Authority in terms of the Act"[1]
Assessment	The process of gathering and weighing evidence in order to determine whether learners have demonstrated outcomes specified in unit standards and/or qualifications registered on the NQF. The generic assessor standard registered by SAQA entitled 'plan and conduct outcomes' outlines the process in detail. The management of assessment is the responsibility of providers.
Assessment Only Accreditation Category	Providers wishing to assess learners and RPL candidates only (i.e. not deliver learning programmes) should apply for this category. This accreditation category excludes several criteria that would be required for programme delivery. This means that if you are an Assessment Centre that just focuses on assessment, you can select this option. However, you will not be accredited for the delivery of learning programmes. The criteria for the assessment only category are outlined in Section 3.
Critical Criteria	Basic bottom-line criteria that providers need to meet, without which they will not be given provisional accreditation.
Delivery and Assessment Accreditation Category	This category relates to those providers that wish to deliver learning programmes as well as assess learners — it includes criteria for both activities. The criteria for the delivery and assessment option are outlined in Section 3.
Education and Training Quality Assurance Bodies/ ETQAs	ETQAs function to quality-assure the provision of education and training by developing and accrediting providers, registered assessors and moderating assessment. The SETA ETQAs are accredited and regulated by SAQA.
ETDPs	These include educators, assessors, moderators and so on. Practitioners must be qualified at or above the level of the learners they are training in the appropriate field of learning, or be able to demonstrate equivalent levels of competence in that field.
Full Accreditation	All providers are ultimately required to meet the criteria for full accreditation. They may not remain provisionally accredited indefinitely and a clear timeframe for meeting the accreditation requirements will be agreed upon with the provider and the ETQA. In order to achieve full accreditation, you need to comply with all the necessary criteria outlined in Section 3. The accreditation agreement will indicate which programmes you are accredited to offer, and this will take place in terms of the programme evaluation process of the SASSETA ETQA.
Learning Programme	A learning programme is defined as a combination of modules, units or courses which result in the set of learning outcomes needed for a qualification.
Moderation	This is the process of ensuring that assessments have been conducted in line with agreed practices, and are fair, reliable and valid. The generic assessor standard registered by SAQA entitled 'moderate assessment' outlines the process in detail. One moderator usually checks the work of several assessors to ensure consistency. The management of moderation is the responsibility of the provider. In South Africa the formal education system has often used the term 'internal moderation' whereas the training system often spoke of 'verification' in this context.

Primary Focus of SASSETA	The 'primary focus' is a smaller, more narrowly defined area and is the area that the SETA is responsible for the quality assurance of the learning provision. For example, the SETA may facilitate a learnership in an area that the Council for Higher Education has the responsibility for in terms of quality assuring the qualification and provision.
Providers	In the context of this manual providers are companies or organisations who provide learning programmes to learners. Providers need to meet certain criteria in order to be accredited by their SETA.
Provisional Accreditation	Provisional accreditation status is a temporary status given to providers that have not met all the criteria for full accreditation. The SASSETA has outlined a set of critical criteria (outlined in Section 3) that you need to meet to obtain provisional status.
SAQA	SAQA oversees and regulates the National Qualification Framework, a national grid upon which qualifications and standards are registered. SAQA also promotes a number of educational and training principles that providers need to incorporate into the provision of education and training.
Scope of SASSETA	The 'scope' of the SASSETA is the broad area of its responsibilities in terms of the constituencies that it must service with regard to supporting skills planning, facilitating learnerships and distributing the different grants.
Sector Skills Plans (SSPs)	The SSPs identify the specific economic and skills needs of their respective sectors, so that development can take place to meet these needs
Self-assessment	Self-assessment is an important developmental process whereby providers are able to sit back and reflect on their own practices and decide on how they can improve the provision of education and training to ensure the highest standards of quality. Self-assessment should not be viewed as a quick "checklist" completed simply for the purposes of submission to the SETA. This is your opportunity as a provider to conduct a thorough examination of your practices for your organisation's own growth and development.