

ETQA & LEARNERSHIPS DEPARTMENT	Doc Nr	ETQA-G 029
PROCEDURES AND GUIDELINES FOR PROVIDER RECORDED STATUS	Rev Status	1 st Issue
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Procedures and Guidelines for Provider Recorded Status

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1. Purpose

The purpose of this document is to:

- Outline the criteria and evidence requirements for providers to attain recorded status with SETQAA.
- Outline the process for recorded status

2. Introduction

2.1. The meaning or definition of recorded status

The recording of providers has been instituted by the Services SETA ETQA to make provision for providers offering short duration courses that are not aligned to SAQA registered unit standards and/or qualifications. Recorded providers training can be claimable by Service SETA member companies against Annual Training Report submissions.

3. Primary Focus

The Services SETA ETQA (SETQAA) has instituted the 51% principle in determining primary focus i.e. 51% or more of the provider's training provision must fall within the SETQAA scope.

It is the provider's responsibility to determine primary focus. Should the provider's primary focus not be with the Services SETA ETQA, SETQAA would have to then refer the provider to the relevant ETQA.

All providers regardless of the sector in which they are active, may be accredited by ONLY one ETQA. If the provider has applied to SETQAA for accreditation, but has other programmes that do not fall within the scope of SETQAA, the provider must contact SETQAA's MOU and Quality Promotion Division to have their programme evaluated through the MOU intervention. Please note that this only applies to programmes that are aligned to SAQA registered unit standards and/or qualifications.

4. Criteria for Providers to be awarded Recorded Status.

The provider needs to:

- Be registered as a legal entity.
- Ensure that primary focus does fall within the scope of the Services SETA ETQA.
- Indicate all learning programmes being offered by the provider.

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- (d) Have a quality management system in place.
- (e) Have suitable policies and procedures relating to administration, record keeping of learners, financial management, human resources, design and implementation of learning programmes, assessment, learners, review mechanisms, offsite and worksite provision, etc.

4.1 Each of these elements is discussed in more detail below.

(a) Be registered as a legal entity

The person, body or organization applying to be recorded as a provider of education and training should be registered as a legal entity in South Africa as i.e. be a South African citizen, close corporation, private company, etc

(b) Ensure that primary focus falls within the scope of SETQAA.

The provider must ensure that 51% or more of the providers learning programmes fall within the scope of the Services SETA ETQA. The provider also needs to ensure that they are not accredited by another ETQA or in the process of accreditation with another ETQA, as SAQA has a policy of 'One ETQA One Training Provider'.

(c) Indicate all learning programmes being offered by the provider.

The provider needs to list all programmes being offered as well as all intended programmes to be offered.

(d) Quality management system

The requirement is that the provider has a quality management system, which includes policies, procedures and mechanisms to review these.

This can be summarized as a requirement that the provider must be able to demonstrate that it has a quality management system, which ensures that the degree of excellence specified for provision and assessment is achieved.

The degree of excellence specified should be indicated and reflected in the mission statement and objectives of the provider.

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In essence, this requires that the provider have a purpose that is informed by national, sectoral, local and learner requirements within the context of accessible, affordable and cost-effective quality systems for delivery and assessment.

Elements linked to the purpose of the provider ("mission statement")

- A clear and unambiguous statement of the goals and principles by which the provider operates;
- A clear statement of the areas of learning in which the provider operates and the services;

For example, this would include:

- The range of services (tuition, tuition and assessment, etc.) to be provided; as well as
- The learner audience that the provider will direct these at;

An explanation of how quality management and other provider policies and strategic plans are reflected in and driven by this purpose, including how these relate to national, sectoral and local contexts and are responsive to change requirements and a clear and unambiguous commitment to learners.

Elements linked to the practices of the provider include:

- Operational plans that give direction to the provider over the period of recorded status and clearly reflect the purpose of the provider.
- Strategic business and operational plans that are realistic and designed to enable the provider to meet both quality improvement and sustainability requirements;
- Procedures and methods for the implementation of plans and policies that are documented and easily available to staff, learners and other clients of the provider;
- Mechanisms to monitor and review the implementation of plans and policies that are implemented, maintained and recorded; and
- Mechanisms for ensuring that the evaluation and amendment of policies and plans are implemented, maintained and recorded;

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(e) Policies and Procedures

Administration

A key feature of the **administrative resource requirements would be the database of learner information and learner records.**

- Policies and procedures for the accurate capturing, maintenance and regular updating of learner information and records will be required and monitored.
- Facilities, equipment and learning materials must support the learning process and must be appropriate to the learning services that are provided.
- Suitable policies and procedures for the management, maintenance and upgrading of facilities, resources and materials are required.
- Staff and learners must be trained in the use of the materials, equipment and facilities as well as the provider's communication and information systems.

Finance

In respect of **adequate financial resources**, the provider will be required to demonstrate that:

- They have the necessary financial resources to sustain the learning services throughout the period of recorded status.
- The provider should demonstrate that proper budgetary and financial management processes are in place including the allocation of resources adequate to the requirements for providing and developing quality learning services.

Staff selection, appraisal and development

- The organization will have to provide details of its staffing policies and procedures, including:
Recruitment,

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Selection,
Appointment,
Promotion and
Termination.

- Sufficient staff (full-time or contractual) that is suitably qualified in the subject or sector and assessment will have to be shown to be available to ensure the quality of the learning experience and achievement of the specified standards and qualifications.
- Evidence of policies and procedures for staff development and staff development opportunities will be required.
- These policies and procedures should allow both for the needs of the organization as well as individual and professional development requirements to be met.

Learning programs: development, delivery and evaluation

In respect of the **integration quality indicator**, programs should be designed to include:

- Theoretical and Practical learning components and, wherever possible and appropriate experiential learning in respect of the access quality indicator.
- Entry requirements for the program should be as open as possible and make provision for the recognition of prior learning and exemptions.
- There should be a stated language policy for the program that is based on national language policy, on the language profile of the learners and on career and further or higher learning contexts.

This policy must be reflected in the learning materials, assessments and learner support services.

Program/course development and design; include:

- Materials development;

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- Teaching and learning services and responsibilities;
- Learner support, access issues including equal opportunities, authenticity of assessment evidence resources;
- The language of teaching and learning;
- Assessment;
- Finances, fees and payment regulations;
- Collaboration and partnerships;
- Management and administration;
- Marketing;
- Evaluation and research;
- Internal quality assurance mechanisms and reviews;
- Quality assurance reviews and accreditation.

Policies and practices for the management of assessment.

- The assessment strategies must be in keeping with the aims and outcomes of the learning program.
- A range of assessment instruments/ tools is used in the assessment of learners.
- The timing of assessment must be flexible in order to accommodate the various and peculiar needs of learners.
- Assessment information including:
 - Learning outcomes,
 - Assessment criteria as well as
 - Assessment procedures and dates should be provided to all learners and assessors.
- Records of assessments must be kept and learners must receive detailed and accurate feedback on their progress and performance.

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Appeals policy and procedures

A critical issue supporting good assessment systems design and management is that of appeals.

This involves ensuring that learners have access to appeal an assessment outcome either to the facilitator of learning and/or assessment and if unsatisfied to the management of the provider and, in the final instance, to the ETQA.

Reporting procedures

Requirements have been placed upon ETQAs for reporting to SAQA. While ETQAs may add requirements, providers would be expected to report to ETQAs in keeping with the SAQA reporting requirements

Policies and practices for learner entry, guidance and support systems

Learner information must be used to design:

- Programs,
- Courses,
- Materials,
- Learner support,
- Guidance service that is flexible and learner-centered.

Learners' special needs need to be considered in the design of course and learning support materials, Assessment arrangements and Communication with teachers, tutors, lecturers, educators or trainers.

Learners with special needs also need to be taken into account in the design of the institution which should be relevant to the form of delivery of learning programs.

Learners need to have access to reliable advice and information before they enroll in a particular program; during the period they are engaged in the learning program and when they complete the program. Considerations of age, Race,

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Gender and Language should be made in order to render this service as accessible as possible.

Policies and practices for managing off-site practical or work-site components (where appropriate)

- The provider should give evidence of how they will assure the quality of the “practical” or “experiential” element of the learning program.
- Mechanisms for ensuring valid “off-site” learning experiences and for safeguarding the rights of learners in this process will be required.

4.2. SETQAA’s Requirements for recorded status.

Providers seeking recorded status with SETQAA will need to:

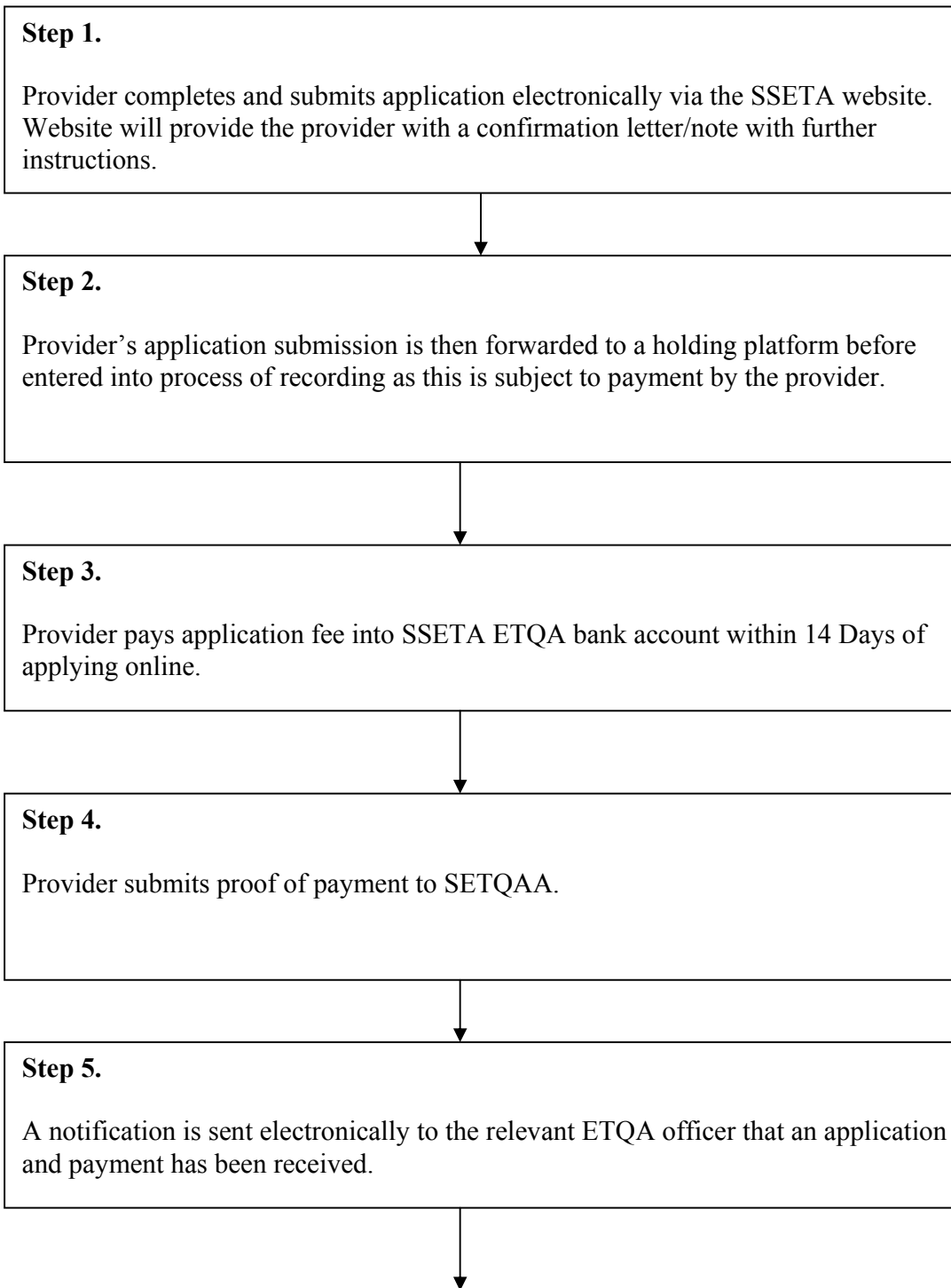
- a) Submit a fully completed **Online application for recorded status as a provider** providing the stipulated evidence to demonstrate compliance with the stated criteria are in place and can be verified by a site visit. (The SETQAA application form for recorded status covers all elements).
- b) Submit payment for the application for recorded status to SETQAA
- c) Learning programmes applied for **MUST** be within SETQAA primary focus.
- d) The provider must adhere to the site visit to be conducted by SETQAA.

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5. Recorded provider Process.



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Step 6.

ETQA Officer then accesses application on holding platform and verifies/checks the application.



Step 7.

ETQA Officer then electronically forwards application to MIS system which also automatically updates the website and loads the providers details onto the recorded list of providers.



Step 8.

ETQA Officer sends official letter granting recorded status to the provider with a unique number.



Step 9.

SETQAA then carries out a reference check with the references supplied by the provider after which a verification site visit with the provider may also be conducted. If the provider complies with the requirements for recorded status, recorded status will be maintained.



Step 10.

The provider will then have an opportunity to attend a provider capacitation workshop at a fee; the purpose of the workshop is to capacitate the provider on the requirements to be accredited as a provider of education and training.

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6. Reference Documents

Contact or Document	Website
Services Seta Website	www.serviceseta.org.za
Criteria and Guidelines for the Accreditation of Providers	www.saga.org.za , Documents, Criteria and guideline documents.
Quality Management Systems for Education and Training Providers	www.saga.org.za , Documents, Criteria and guideline documents. Or www.serviceseta.org.za , ETQA, Documentation
SETQAA Registered Unit Standards	www.serviceseta.org.za , ETQA
Regulations and Acts	http://www.saga.org.za/html/publications/pubs-hm-legs.htm
Policy documents	http://www.saga.org.za/html/publications/pubs-hm-pol-docs.htm
NLRD	http://www.saga.org.za/html/publications/brochures/nlrd.htm
Other legislation	http://www.saga.org.za/html/publications/pubs-hm-rel-leg.htm
Department of Education	http://education.pwv.gov.za
Department of Labour	http://www.labour.gov.za
SA Government Gazettes	http://www.sagazette.co.za
Acts and legislation	http://www.polity.org.za
Acts online	http://www.acts.co.za

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7. GLOSSARY OF TERMS

ETQA	A body in terms of section 5(1)(a)(ii) of the SAQA Act, responsible for monitoring and auditing achievement in terms of national standards or qualifications, and to which specific functions relating to the monitoring and auditing of national standards and/or qualifications have been assigned in terms of sections 5(1)(b)(i) of the SAQA Act.
Accreditation	Accreditation means the certification, usually for a particular period of time, of a person, a body or an institution as having the capacity to fulfill a particular function in the quality assurance system setup by the South African Qualifications Authority in terms of the Act
Recorded Status	The recording of providers has been instituted by the Services SETA ETQA to make provision for providers offering short duration courses that are not aligned to SAQA registered unit standards and/or qualifications. Recorded providers training can be claimable by Service SETA member companies against Annual Training Report submissions.
Provider	Provider means a body which delivers learning programmes which culminate in specific National Qualifications Framework standards or qualifications and manages the assessment thereof
Survivalist Enterprise	An enterprise that does not pay tax, does not employ any people, is not registered as a company with regard to the applicable legislation and has an annual turnover of less than R 5 million
Small ETD Provider	A separate and distinct business entity, with less than 50 employees, which has an annual turnover of less than R 5 million.
World-competitive small scale ETD Provider	A separate and distinct business entity, with less than 50 employees, which has an annual

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	turnover of more than R 5 million.
Workplace-based Provider	
Constituent	Means belonging to the defined or delegated constituency of an organisation or body referred to in the SAQA ETQA Regulations. ETQA's have constituent providers, constituent learners and constituent assessors.
Constituent Assessor	Means the person who is registered by the relevant Education and Training Quality Assurance Body in accordance with the criteria established for this purpose to measure the achievement of specified National Qualification Framework standards and/or qualifications and "constituent assessor" has a corresponding meaning.
Assessment	Is 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 assessment of learning outcomes' outlines the process in detail. The management of assessment is the responsibility of providers
Formative Assessment	Refers to assessment that takes place during the process of learning and teaching. It is not intended to be used for assessing whether the learner has successfully achieved or not in terms of being awarded a credit or certificate.
Summative Assessment	Refers to assessment for making a judgment about learning achievement. This is usually carried out when a learner is ready to be assessed at the end of a learning programme, and may include results initially collected as a result of formative assessment
Criterion-referenced Assessment	Refers to assessment based on the notion of out-

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	comes-based education and training (OBET), where learners are more assessed against set criteria and less against each other as would the case be in the historic notion of "norm-referenced assessment"
Moderation	Is the process of ensuring that assessments have been conducted in line with agreed practices, and are fair, reliable and valid. The management of internal moderation is the responsibility of the provider.
Moderator	Means a person, body or organisation that ensures that the assessment of the outcomes described in National Qualification Framework standards and/or qualification is fair, valid and reliable and "Verification" has a corresponding meaning
Moderation Body	Means a body specifically appointed by the Authority (SAQA) for the purpose of moderation, across ETQAs
Evidence Facilitation	Is the process by which candidates are assisted to produce and organise evidence for the purpose of assessment. It is not an essential part of every assessment process, but is useful in many contexts, including RPL.
RPL advice and support services	Are additional services needed for effective RPL, which are not covered, by the assessor standard or the evidence facilitator standard. These focus on assisting learners to make effective choices about available programmes, career and work related opportunities. Practitioners require a thorough knowledge of the relevant economic sector.
Primary Focus	Means that activity or objective within the sector

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	upon which an organisation or body concentrates its efforts
Verification	Means the process managed by an ETQA for externally verifying (checking) moderation processes and confirming or overturning moderation findings.

8. Fee Structure

SCHEDULE OF FEES

Category	Fee	Remarks
Administration fee (This fee applies to recorded providers)	R1000-00	Administration fee for processing providers application
Evaluation of learning programmes (Does not apply to recorded providers)	R1000-00	R 1000-00 is for each learning programme and/or skills programme that the provider is applying for.
Evaluation of learning programme (Does not apply to recorded providers)	R 2000.00	For each Qualification that the provider is applying for.
Site Visit (Does not apply to recorded providers)	R3000-00	Per site visit
Multiple Site Visit (Does not apply to recorded providers)	R 1000.00	Applicable when provider is applying for more than one site of delivery.
Ratification, Reporting and Certification (Does not apply to recorded providers)	R 500.00	
Monitoring Visit (Does not apply to recorded providers)	R 2000.00	
Appeal (Does not apply to recorded providers)	R 1000.00	If the appeal is upheld the fees will be refunded.
Accreditation for Assessment Centre only site (Does not apply)	R 6000.00	

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to recorded providers)		
De-accreditation (Does not apply to recorded providers)	R 1000.00	Administration fee
Pre-accreditation workshop (This fee applies to recorded providers)	Free	One only, thereafter a fee will be charged of R500.
Post-accreditation workshop (Does not apply to recorded providers)	R 1500.00	
Costing post-accreditation:		
Evaluation of Extension of scope per programme (Does not apply to recorded providers)	R1500.00	Per programme and/or skills programme
Evaluation of Extension of scope per Qualification (Does not apply to recorded providers)	R 2000.00	Per qualification
Evaluation of Remedial submission (Does not apply to recorded providers)	R1000.00 rack rate	
Registration of Assessors and Moderators		
Registration of assessors	R1000.00	
Registration on moderators	R1000.00	

9. ACRONYMS

ABET	Adult Basic Education and Training
ECD	Early Childhood Development
ETD	Education, Training and Development
ETQA	Education and Training Quality Assurance body
FET	Further Education and Training
FQAs	Frequently Asked Questions
HE	Higher Education

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HEQC	Higher Education Quality Committee
LOI	Letter of Intent
MOU	Memorandum of Understanding
NGO	Non-governmental organization
NQF	National Qualifications Framework
NSA	National Skills Authority
NSB	National Standards Body
NSDS	National Skills Development Strategy
QMS	Quality Management Systems
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SDF	Skills Development Facilitator
SETA	Sector Education and Training Authority
SETQAA	Services SETA ETQA
SGB	Standards Generating Body

10. Guidelines for the application for recorded status.

A provider seeking to be recorded on the Services SETA ETQA (SETQAA) Recorded list must complete the application in detail.

SECTION A: GENERAL EVIDENCE

PROVIDER DETAILS

A.1	Registered Name of Business	Please supply full name of company/business.
A.2	Trading Name of Business (If	Self-explanatory

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	different from above)					
A3	Nature of Business		What type of business as per the list indicated?			
	Sole Proprietor					
	Close Corporation					
	Pty Ltd					
	Ltd					
A.4	Company Reg. No (i.e. CK number)		Self-explanatory			
A.5	VAT Registration No.		Self-explanatory			
A.6	Skills Levy No.		Please supply if the company is paying a skills development levy.			
A.7	Total Number of employees		Please indicate the total number of people employed by the company including contracted or part-time staff.			
	Total Number of Full Time employees		Please indicate the total number of full time staff employed by the company.			
	Total Number of Contract employees		Please indicate the total number of contract staff employed by the company.			
A.8	Is there public liability insurance?	Yes	No	Self-explanatory		
A.9	Is there fire and theft insurance?			Self-explanatory		
A.10	Size of business according to SAQA definitions:					
	Survivalist ETD provider	Yes	No	Small ETD provider	Yes	No
	World-competitive small-scale ETD provider	Yes	No	Large ETD Provider	Yes	No
	Workplace-based Provider	Yes	No	Please see glossary of terms.		
A.11	Is there more than one site of delivery? (If yes please indicate the different provinces you operate in)	Yes	No	Self-explanatory		

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		Number of Sites	Please indicate how many sites of delivery there is in each region. (If applicable)
	Western Cape		
	Eastern Cape		
	Northern Cape		
	East London		
	Free State		
	Kwa-Zulu Natal		
	Gauteng		
	Limpopo		
	Mpumalanga		
	North West Province		
A.12	Postal Address:		
	Area Code:	Region:	
	Self-explanatory		
	Physical Address:		
	Area Code:	Region:	
	Self-explanatory		
A.13	Phone number:	Area Code:	Phone No.:
A.14	Fax number:	Area Code:	Fax No.:
A.15	E-mail address:		
A.16	Website address if any:		
A.17	Contact Person	First Name(s)	Surname
	Cell No.:		
	E-mail address:		
	Position in company:		
A.18	Provider Banking Details:		
	Name of Bank		

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	Name of Branch
	Branch Code
	Account No.
	Account Type:
	Current <input type="checkbox"/> Savings <input type="checkbox"/> Transmission <input type="checkbox"/>

SECTIONB: LEARNING PROGRAMME INFORMATION

B.1. PROVIDER PRIMARY FOCUS

B.1.1	Is the institution accredited by any other ETQA?	Yes	No	Has the company ever been accredited or is the company currently accredited by any other ETQA.
	If yes by which ETQA?	Self-explanatory		
	Are you in the process of applying to another ETQA for accreditation?	Yes	No	If Yes, which ETQA?
	What is the accreditation for?			Self-explanatory
	Institutional?			
	Learning Programme?			
	Other, e.g. primary focus?			

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B.1.2	<p>Business Classification (indicate the relevant industry classification)</p> <p>09001 Marketing Services 09002 Marketing Communications 09008 Direct Marketing 34260 Cutting, Shaping and Finishing of Stone 50411 Decorating Business / Interior Designers and Decorators 50500 Renting of Construction or Demolition Equipment with Operations 61421 Import and Export of Various Metals 75110 National Postal Activities 75111 Banking via Post Office 75121 Mail Handling 84000 Real Estate Activities 84100 Real Estate Activities with own or leased property 84200 Real Estate Activities on a fee or contract basis 84201 Real Estate Valuation Services 84202 Property Management Services 84203 Estate Agencies 85000 Renting of Machinery and Equipment, without operator and of Personal and Household 85200 Renting of Other Machinery and Equipment 85300 Renting of Personal and Household Goods N.E.C 86005 Office Machinery, Equipment and Rental Leasing 88000 Other Business Activities 88130 Market Research and Public Opinion Polling 88141 General Consulting Services 88900 Business activities N.E.C 88910 Labour Recruitment and Provision of Staff 88916 Private Employment Agencies and Temporary Employment Services 88917 Temporary Employment Services</p>	<p>96490 Other Recreational Activities 99000 Other Services Activities 99002 General Cleaning 99014 Quality Management and Related Services 99015 Non-Financial Business Management and Management Consulting 99016 NGO Management and Services 99018 Cleaning of Carpet and Upholstery 99019 Cleaning Equipment and Consumable Supply 99022 Ladies Hairdressing 99023 Men's and Ladies Hairdressing 99024 Beauty Treatment 99025 Dry Cleaning and Laundering 99026 Garden Maintenance Services 99027 Domestic Services 99029 Function and Catering Equipment Hire 99030 Funeral and Related Activities 99033 Coffin Making by Funeral Enterprises 99034 Manufacture of Funeral Tombstones 99035 Miscellaneous Items Hire 99036 Truck Hire 99037 Video Hire 99038 Brand Marketers 99039 Generic Project Management 99041 Nail Technology Including Nail Technologist, Nail Technicians and Distributors and Distributors and Agencies of Nail Products 99042 Non-Allied Registered Perfumery including Aromatic Oils and Related Products, Perfumery Consultants, Sales People and Agencies of Nail Products 99043 Health and Skin Care incl.</p>	<p>99046 Modelling Agencies 99047 Pet Care 99050 Distributors of slimming Products including Slimming Machines 99051 Distributors of Make-Up Products and Related Merchandise 99052 Truck and Hire 99053 Valuers 99054 Fashion Design Not Related to Clothing 99055 Call Centre Management of People 99056 Event and Conference Management Excluding the Operation of Convention Centres 99090 Other Service activities N.E.C</p>
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Signature:

Date:

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88918 Permanent Employment Agencies 95120 Activities of Professional Organisations 95155 Professional Bodies N.E.C	Health and Skin Care Therapists, Stress Therapists and Cosmetologists, Slimming Salons and Distributors of Slimming Products including Slimming Machines 99044 Make-Up Artistry 99045 Personnel Services Agencies	
95991 Bargaining Councils and Dispute Resolution 95992 Associations, Federations and Umbrella Bodies 96490 Other Recreational Activities		

B.1.3	List all Learning Programmes offered by provider	• • • • • • •	
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PLEASE DO NOT CONTINUE IF YOUR PRIMARY FOCUS DOES NOT CORRESPOND WITH THAT OF SETQAA.

B.2. DETAILS OF THE LEARNING PROGRAMME

Name of Learning Programme and/or Skills Programme:

Elements of the Programme	Remarks/Explanation
<ul style="list-style-type: none"> Learning programme outcomes: Purpose: 	
Level of training (NQF level)	
Programme delivery methodology. (i.e. face to face, long distance, etc)	
Learning environment	
Learning materials	
Assessment methods	

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Integration of Theory and Practice	
Access: <ul style="list-style-type: none"> • Entry requirements: • Recognition of Prior learning • Exemptions: 	
Language policy	
Procedure for Recognition of Prior Learning	

SECTION C: PROVIDER QUALITY MANAGEMENT SYSTEM

Every Provider seeking to be put on the Recorded List must prove that the organization has a Quality Management System (QMS) in place.

All questions must be answered as Yes or No; the actual evidence will be verified during the site visit. All questions with the (*) must be answered as "Yes"

NOTE that SETQAA reserve the right to randomly select providers for a site visit in order to verify information provided.

Description of Elements contained in the Organisation's Quality Management Manual (Provider QMS must include however no limited to the following policies and procedures)		Yes or	No	
*C.1	Do you have a clear description of your Vision, Mission, and goals as an ETD Provider?			There is a clear and unambiguous statement of the goals and principles by which the provider operates.
*C.2	Do you have an organizational structure of your organization?			Is there a company organigram?
*C.3	Do you have a Business Plan?			Self-explanatory
*C.4	Do you have a policy and procedure on how to manage and ensure quality?			The required quality management policies, procedures and supporting documentation are

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				developed documented and had been approved by management and/or the governing board.
*C.5	Do you have a Review Mechanisms?			There are mechanisms to monitor and review the implementation of plans and policies that are implemented, maintained and recorded.
*C.6	Do you have Administrative Resources Procedures?			There are policies and procedures for the accurate capturing, maintenance and regular updating of learner information and records. There are suitable policies and procedures for the management, maintenance and upgrading of facilities, resources and materials. The facilities, equipment and learning materials support the learning process and are appropriate for the learning services that are offered.
*C.7	Do you have Financial Management Policy and Procedure?			There are proper financial resources, management and budgetary processes in place to sustain the provision services throughout the period of recorded status. The financial policies and procedures support the goals and mission and clearly indicate how they will enable the provider to achieve its goals and objectives.
*C.9	Do you have Occupational Health and Safety Policy and Procedures?			Self-explanatory
*C.10	Do you have Human Resources Policies and Procedures?			The policies and procedures for staffing are aligned with the Equity and Labour

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				Relations Acts and provide details of recruitment, selection, appointment, promotion and termination.
*C.11	Do you have policies and procedures concerning the Design, Development, Delivery, and Evaluation Training Programme?			Self-explanatory
C.12	Do you have policies and procedures relating to the management of off-site and work site education and training provision?			Mechanisms for managing off-site practical or work-site components ensure valid learning experiences and safeguard the rights of learners.
*C.13	Do you have policies and procedures for capturing and maintaining learner records?			There is a system, facilities and trained staff to store, record, maintain and update learner information.
C.14	Do you have Training Committee constitution, guidelines, administration Policy and Procedures? (If applicable)			Self-explanatory
C.15	Do you have policies and procedures for learner's guidance and support?			Learners have access to reliable advice and information before they enrol for a programme, during the period of engagement with the learning programme and when they complete the programme.
C.16	Do you have Learner Information Confidentiality Procedures?			The information transfer policies and procedures ensure the security of learner information. The policies and procedures for reporting on learners and learner's achievements and the storage there-of protect the constitutional right to privacy of learners.
*C.17	Do you have Learner Feedback Post-Assessment Procedures?			Assessment information is provided to all learners and assessors in advance of assessments. Learners

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				receive detailed and accurate feedback on their progress and performance within an acceptable timeframe.
*C.18	Do you have Learner Complaints / Grievance Procedures?			Self-explanatory
*C.19	Appeals Policy and Procedure?			The appeal process and mechanism ensures that learners have access to appeal an assessment outcome and are aligned with ETQA requirements.
*C.20	Do you have an Assessment Policy and Procedures?			These detail the system for conducting and managing assessment.

SECTION D: FACILITATORS AND ASSESSORS DETAILS

The provider must have suitably qualified and experienced facilitators and assessors (do not have to be registered as constituent assessors, but must have qualifications and experience in the field)

Please complete this section for each and every Facilitator or Assessor delivering for the business.

Should any of these activities be outsourced the section below must still be completed and a Service Level Agreement between the business and the outsourced parties must be available on providers site during the site visit.

Details of Facilitators: Self-explanatory

Name of Facilitators	Qualifications	Relevant Experience	Learning programme (s) and/or Skills programmes for which accreditation is sought.
1.			
2.			
3.			
4.			

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5.			
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Details of Assessors: Self-explanatory

Name of Facilitators	Qualifications	Relevant Experience	Learning programme (s) and/or Skills programmes for which accreditation is sought.
1.			
2.			
3.			
4.			
5.			
6			

SECTION E: REFERENCES

The provider must please supply SETQAA with at least a minimum of three or a maximum of six references from clients they have provided training for in the last 6-12 months. References will be contacted by SETQAA to verify information supplied by the training provider.

<i>References</i>	
1. Company Name	
Contact Persons Name and Surname	
Contact Persons Position/Title	
Contact Telephone Number	
Contact Fax Number	
Contact E-mail Address	
2. Company Name	
Contact Persons Name and Surname	
Contact Persons Position/Title	
Contact Telephone Number	
Contact Fax Number	
Contact E-mail Address	
3. Company Name	
Contact Persons Name and Surname	
Contact Persons Position/Title	
Contact Telephone Number	
Contact Fax Number	

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Contact E-mail Address	
4. Company Name	
Contact Persons Name and Surname	
Contact Persons Position/Title	
Contact Telephone Number	
Contact Fax Number	
Contact E-mail Address	
5. Company Name	
Contact Persons Name and Surname	
Contact Persons Position/Title	
Contact Telephone Number	
Contact Fax Number	
Contact E-mail Address	
6. Company Name	
Contact Persons Name and Surname	
Contact Persons Position/Title	
Contact Telephone Number	
Contact Fax Number	
Contact E-mail Address	

I/ We _____ (Training Provider Representative) hereby declare that all information provided above is a true reflection of _____ (name of organisation), should there be a need for a site visit (name of organisation) will be available to SETQAA. I declare that I will not use SETQAA logo and will not advertise status other than "Recorded"

I also undertake to notify SETQAA within 14 days of any changes occurring.

Date:

Signature:

NOTE: where electronic signatures are not available a signed copy of this application must be available during the site visit.

Approved by: QA Manager	Signature:	Date:
Approved by: ETQA & Learnerships Manager	Signature:	Date: