

15 Sherborne Road, Parktown, Gauteng, 2193  
P O Box 3322, Houghton, 2041  
Tel: (011) 276 9600, Fax: (011) 276 9623  
E-mail: [customer@serviceseta.org.za](mailto:customer@serviceseta.org.za)  
Website: [www.serviceseta.org.za](http://www.serviceseta.org.za)



## Accreditation Application Desktop Requirements

Criteria	Evidence requirements	Applicable to:
Policy statement: The organization's aims, objectives and purposes are spelt out	Vision.  Mission  Organogram	Primary Focus Providers for new applications
<b>QMS: Outline procedures that implement quality management</b>	Quality Management System in place with the following policies and relevant procedures:  Quality Strategic Management Marketing Resource Management Financial Management Risk Management Staff Selection, Appraisal, Development Administration Communication Document and Record Management Reporting Health and Safety Management	-Primary Focus Providers for new applications.  -MOU providers must make available: <ul style="list-style-type: none"> <li>- Learning Programme, Development, Delivery and Evaluation</li> <li>- Learner Entry, Guidance and Support</li> <li>- Course Delivery</li> <li>- Language</li> <li>- Offsite Delivery</li> <li>- Work Site management</li> <li>- Pre-assessment policy</li> <li>- Assessment</li> <li>- Re-assessment</li> <li>- Appeals and disputes</li> </ul>

	<p>Registration and Accreditation  Learning Programme, Development, Delivery and Evaluation  Learner Entry, Guidance and Support  Course Delivery  Language  Off site Delivery  Work Site management  Pre-assessment policy  Assessment  Re-assessment  Recognition of Prior Learning  Moderation  Appeals and disputes  Grievance and Disciplinary  Certification  Evaluation and Review  Management System Review  Customer Service  Learner Misconduct and Irregularity</p> <ul style="list-style-type: none"> <li>- QMS Next review date</li> <li>- QMS must be signed by accountable Person <ul style="list-style-type: none"> <li>- Second language Policy where applicable</li> <li>- CAT Policy where applicable</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Grievance and Disciplinary</li> <li>- Certification</li> <li>- Second language Policy where applicable</li> <li>- CAT Policy where applicable</li> </ul>
<p><b>Review mechanisms: Outline the ways in which the implementation of policies would be monitored</b></p>	<p>Quality Management Review Policy and Procedure .</p> <p>Review will take place annually and will include policies and procedures as well as material.  Version control.  Review noted at the bottom of each page in formal review and version control footer.  Provider must have review templates in place.</p>	

<p><b>Programme delivery: Outline how learning programmes would be developed, delivered and evaluated</b></p>	<p><b>(Application for Qualification)</b></p> <p><b>Curriculum document</b> - The curriculum document normally includes the purpose of the learning programme, learning assumed to be in place, the target audience, the design methodology used, the delivery methodology to be used, the resources (human and other) required, the kinds of assessment linked to the learning programme.</p> <p><b>Rules of the Qualification-</b> The rules of the qualification should be checked to ensure that the correct core and fundamentals have been used, in addition the electives should be checked against the qualification document and the correct credit value for electives should be confirmed as per the minimum requirements noted in the rules of the qualification. In addition, if there is a learning programme registered against a qualification, the rules or requirements associated with it should also be checked.</p> <p><b>Exit Level Outcomes-</b>The exit level outcome alignment should be confirmed, and there should be an alignment matrix as well as a final integrated summative assessment, in the case that the Provider has offered thematic or singular unit standard delivery. The ELO's can also be met if there is an alignment to existing summative assessment activities, which directly meet the AAC's of the qualification. This should be demonstrated rather than inferred.</p> <p><b>Alignment matrix-</b> should align the learning material, facilitation methodology and the assessments to the unit standard's specific outcome, assessment criteria, critical cross-field outcomes, the range statements, and essential embedded knowledge. The assessments are further delineated between formative and summative assessment. Specifically the learner guide should be aligned with page numbers so that this can be validated during the evaluation.</p>	<p>-Primary Focus Providers for new applications.</p> <p>-Extension of scope applications for learning programmes</p> <p>-MOU providers</p>
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**Learner Guide**-should be in place, and there should be learning material for every single unit standard, every specific outcome, and assessment criteria, and the critical cross field outcomes, the range statements, and essential embedded knowledge should all be integrated into the learning material. Learning material should be current. There is also a requirement to ensure that the learning material is learner friendly, meets the level associated with the learning programme it is linked to (refer to SAQA's level descriptors for further guidance) and considers outcomes based learning methodology as its core.

**Facilitator Guide**- should be in place and which covers instructions to facilitators, notional hour matrix as well as detailed training plans. Please note the training plans should be day planners with activities and delivery noted, even if high level, but should be validated against the notional hour matrix. A cut and paste of the learner guide will not be accepted, as there is no way to indicate how the material should be delivered.

Notional hour matrix-should be developed and should consider the time spent in the classroom as well as any experiential learning. There is a rough 30% delivery 70% experiential learning split which was originally used for Learnerships and which has become part of the cannon, please note that this is a guide and the specific outcomes and assessment criteria of the unit standard should be used as a guide. Please also note that only 10% of time should be used for assessments.

**Formative Assessment**-Formative assessments are used to confirm readiness for summative assessments. The formative assessment should be aligned within the assessment matrix and should prepare the learner, in terms of knowledge, simulation or other assessment methods to grasp an understanding of the content and the specific outcomes and assessment criteria. Multiple assessment methods are encouraged. In addition, if formative evidence is to be used for summative judgement this

should be reflected on the formative and learners should be allowed to submit a revised assessment, once confirmation of readiness is established, for summative assessment purposes.

**Summative Assessment**-The Summative assessments should be evaluated for suitability to collect evidence against the specific outcomes and assessment criteria. If the criteria are practical a theoretical approach using a knowledge questionnaire is not appropriate. The summative assessment activities must be validated against the alignment matrix and all components of the unit standard should be assessed: every specific outcome, and assessment criteria, and the critical cross field outcomes, the range statements, and essential embedded knowledge should all be assessed.

**Final Integrated Summative Assessment** – If the Provider is required to do a final integrated summative assessment, this should follow the same rules for any summative, but the assessment instrument must assess against the associated assessment criteria of the qualification and exit level outcomes. The instrument should consider theoretical versus practical requirements and the assessment should use the most appropriate method to the AAC's.

**Assessment Guide**-should be in place for the learning programme, which includes instructions to the assessors as well as model answers/guided responses for both knowledge and practical tasks. The reporting templates for the organization should be explained in this document as well as copies of the templates for reporting noted in the electronic folder. A copy of the assessor report should also be included, as well as the assessment review.

**Learner POE guide**-there should be a basic template in place, which should cover the assessment planning and contracting. It should also request certified copies of ID's, Cv's learners previous certificates.

An internal moderation report for the learning material.

### **FETC Qualifications**

If the Provider is offering level 4 qualifications, which are Further Education Training Certificates, please note the following rules contained within FETC Qualifications:

*The Fundamental Component consists of Unit Standards in:*

- Mathematical Literacy at NQF Level 4 to the value of 16 credits.*
- Communication at NQF Level 4 in a First South African Language to the value of 20 credits.*
- Communication in a Second South African Language at NQF Level 3 to the value of 20 credits.*

*It is compulsory therefore for learners to do Communication in two different South African languages, one at NQF Level 4 and the other at NQF Level 3.*

*All Unit Standards in the Fundamental Component are compulsory.*

Provider is required to develop second language material as per prescribed pack including a learner guide, facilitator guide, formative and summative assessments and this needs to be included on the alignment matrix. The choice of language should consider the target audience of the Provider unless they are willing to consider developing 2<sup>nd</sup> language in all of the other 10 official languages (English mostly noted as first language based on delivery materials and content being in English).

	<p>In addition if Provider is to consider credit accumulation and transfer, or recognition of prior learning then:          Credit Accumulation and Transfer Policy and Process_Should learners have a matric certificate then Provider is recommended to develop a Credit Accumulation and Transfer Policy and award credits for Senior Certificate against the fundamental unit standards (communication specifically) for levels 4 (first language) and level 3 (second language). However, material still needs to be in place, for those that don't qualify for CAT to ensure open access to all learners employed by the organisation (unless the organization is an employer as well as provider and the organization requires that all staff have a senior certificate).</p> <p>Recommendations/Best Practice          Moderator Guide-should be in place, with the moderation report the Provider intends to use, the process of moderation as well as any advice specific to the learning programme that the moderator should be aware of.</p>	
<p><b>Programme delivery: Outline how learning programmes would be developed, delivered and evaluated</b></p>	<p><b>( Application against a Skills Programme)</b></p> <p><b>Curriculum document</b>-For a skills programme there should be a consideration why the skills programme was developed, why the unit standards were selected, and how the target audience can benefit from this kind of programme. In addition, it should explain if the programme is integrated or not. The curriculum document normally includes the purpose of the learning programme, learning assumed to be in place, the target audience, the design methodology used, the delivery methodology to be used, the resources (human and other) required, the kinds of assessment linked to the learning programme.</p> <p><b>Alignment matrix</b>- should align the learning material, facilitation methodology and the assessments to the unit standard's specific outcome, assessment criteria, critical cross-field outcomes, the range statements, and essential embedded</p>	<p>Primary Focus Providers for new applications.</p> <p>-Extension of scope applications for learning programmes</p> <p>-MOU providers</p>

knowledge. The assessments are further delineated between formative and summative assessment.

Specifically the learner guide should be aligned with page numbers so that this can be validated during the evaluation. See example below (please note that this is not a required template but the information noted below should be contained in whatever template the Provider has):

**Learner Guide**-should be in place, and there should be learning material for every single unit standard, every specific outcome, and assessment criteria, and the critical cross field outcomes, the range statements, and essential embedded knowledge should all be integrated into the learning material. Learning material should be current. There is also a requirement to ensure that the learning material is learner friendly, meets the level associated with the learning programme it is linked to (refer to SAQA's level descriptors for further guidance) and considers outcomes based learning methodology as its core.

**Facilitator Guide**- should be in place and which covers instructions to facilitators, notional hour matrix as well as detailed training plans. Please note the training plans should be day planners with activities and delivery noted, even if high level, but should be validated against the notional hour matrix. A cut and paste of the learner guide will not be accepted, as there is no way to indicate how the material should be delivered.

Notional hour matrix-should be developed and should consider the time spent in the classroom as well as any experiential learning. There is a rough 30% delivery 70% experiential learning split which was originally used for Learnerships and which has become part of the cannon, please note that this is a guide and the specific outcomes and assessment criteria of the unit standard should be used as a guide. Please also note that only 10% of time should be used for assessments.

**Formative Assessment**-Formative assessments are used to confirm readiness for summative assessments. The formative assessment should be aligned within the assessment matrix and should prepare the learner, in terms of knowledge, simulation or other assessment methods to grasp an understanding of the content and the specific outcomes and assessment criteria. Multiple assessment methods are encouraged. In addition, if formative evidence is to be used for summative judgement this should be reflected on the formative and learners should be allowed to submit a revised assessment, once confirmation of readiness is established, for summative assessment purposes.

**Summative Assessment**-The Summative assessments should be evaluated for suitability to collect evidence against the specific outcomes and assessment criteria. If the criteria are practical, a theoretical approach using a knowledge questionnaire is not appropriate. The summative assessment activities must be validated against the alignment matrix and all components of the unit standard should be assessed: every specific outcome, and assessment criteria, and the critical cross field outcomes, the range statements, and essential embedded knowledge should all be assessed.

**Assessment Guide**-should be in place for the programme, which includes instructions to the assessors as well as model answers/guided responses for both knowledge and practical tasks. The reporting templates for the organization should be explained in this document as well as copies of the templates for reporting noted in the electronic folder. A copy of the assessor report should also be included, as well as the assessment review.

**Learner POE guide**-there should be a basic template in place, which should cover the assessment planning and contracting. It should also request certified copies of ID's, CV's learners

	<p>previous certificates.</p> <p><b>An internal moderation report</b> for the learning material.  <b>Moderator Guide</b>-should be in place, with the moderation report the Provider intends to use, the process of moderation as well as any advice specific to the learning programme that the moderator should be aware of.</p>	
<b>Staff policies: Outline policies and procedures for staff selection, appraisal and development</b>	<p>Service Level Agreements are in place contractors.</p> <p>Submission of CV, certified I.D. copy and certified qualifications and proof of legal relationship with provider and proof of constituent registration</p> <p>Staff policies include:  Staff Selection, Appraisal, Development</p>	<p>-Primary Focus Providers for new applications.</p> <p>-Extension of scope applications for learning programmes</p> <p>-MOU providers</p>
<b>Learner policies: Policies and procedures for the selection of learners are outlined, and learners are given guidance and support</b>	<p>Learner polices include:</p> <p>Learner Entry, Guidance and Support</p>	<p>-Primary Focus Providers for new applications.</p> <p>-Extension of scope applications for learning programmes</p> <p>-MOU providers</p>
<b>Assessment policies: Outline policies and procedures for forms of assessments that are used and how they are managed</b>	<p>Assessment and moderation policy include:</p> <p>Assessment  Moderation  Pre-assessment  Appeals</p> <p>Assessment process documented against the 8 core criteria  Moderation practice includes best practice.  Moderation sample noted as 25%  Appeals Policy is noted separately and includes process and template  Recognition of Prior Learning Policy noted separately and only includes policy as Provider is not an RPL assessment centre.</p>	<p>-Primary Focus Providers for new applications.</p> <p>-Extension of scope applications for learning programmes</p> <p>-MOU providers</p>

<p><b>Management system and policies: Indicate the financial, administrative and physical structures and resources of the organization, as well as procedures of accountability within the organization</b></p>	<p>CIPRO / CIPC document provided  Tax clearance certificate is current and provided with certificate number  Business plan in place.  Audited financial statements provided for year ending. The auditor's report indicates that there are no concerns and that Provider has sufficient resources.  Provider will offer training at venue or use an outsourced venue.  Current rental agreement in place till xxx or outsourced training venue checklist.  Public liability insurance noted for building  Occupational health and safety audit report which notes venue meets OHS compliance (if applicable).</p>	<p>-Primary Focus Providers for new applications.   -MOU providers</p>
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