

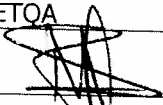

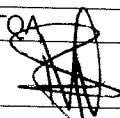
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ACCREDITATION GUIDELINES

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TETA ETQA ACCREDITATION GUIDELINES

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DEFINITIONS

"**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 set up by the South African Qualifications Authority in terms of the Act;

"**Assessment**" means the process of collecting evidence to make judgments about a person's ability to apply knowledge and skills in terms of specified NQF standards and qualifications

"**Assessor**" means the person who is registered by the relevant Education and Training Quality Assurance Body in accordance with criteria established for this purpose by a Standards Generating Body to measure the achievement of specified *National Qualifications Framework* standards or qualifications.

"**Constituent**" means belonging to the defined or delegated constituency of an Organization or body referred to in these regulations;

"**Education and Training Quality Assurance Body**" means a body accredited in terms of section 5(1)(a)(ii) of the Act, responsible for monitoring and auditing achievements in terms of national standards or qualifications, and to which specific functions relating to the monitoring and auditing of national standards or qualifications have been assigned in terms of section 5(1)(b)(i) of the Act;

"**Learning programme**" means the combination of courses, modules or units of learning (learning materials and methodology) by which learners can achieve the learning outcomes for a qualification;

"**Moderation**" means the process which ensures that assessment of the outcomes described in *National Qualifications Framework* standards or qualifications are fair, valid and reliable;


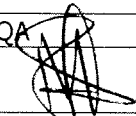
"**Moderating body**" means a body specifically appointed by the Authority for the purpose of moderation;

"**Procedure**" means a formal or official way of doing things

"**Process**" means a series of actions or tasks performed in order to make or perform something

"**Provider**" means a body which delivers learning programmes which culminate in specified NQF standards or qualifications and manages the assessment thereof

"**Quality assurance**" means the process of ensuring that the degree of excellence specified is achieved

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"Quality audit" means the process of examining the indicators which show the degree of excellence achieved

"Quality management system" means the combination of processes used to ensure that the degree of excellence specified is achieved

"Recognition of prior learning" means the comparison of the previous learning and experience of a learner howsoever obtained against the learning outcomes required for a specified qualification, and the acceptance for purposes of qualification of that which meets the requirements

Preamble

Quality Assurance for vocational education and training forms one of the functions of a Sector Education and Training Authority (SETA). The function is the same as those specified for ETQA's by SAQA.

The primary focus of the Transport SETA (TETA ETQA) is freight logistics and passenger transport and the support functions associated therewith, including Defence Industry and the seafaring aspects of fishing.

TETA ETQA places a high value on effective, efficient and cost beneficial vocational education and training within the scope of this primary focus. The sector has a philosophy of placing its emphasis on vocational education and training outcomes in terms of prescribed competencies and as such places rewards on output rather than input and is demand driven.

In order for the sector to ensure an effective and efficient vocational education and training intervention at all levels within the defined primary focus, a suitable quality assessment instrument is needed for all providers of vocational education and training to the sector.

In terms of its ETQA responsibilities, TETA ETQA will use the criteria specified herein to evaluate potential providers whose products coincide with the primary focus of the TETA ETQA.



Registration

In SAQA document "Criteria and Guidelines for Providers" must be registered as a provider in terms of applicable legislation at the time of application for accreditation.

Providers accredited against full qualifications must ensure that they are registered with the DHET

Profile of Applicant

The constituent provider shall with its application submit a profile of the organisation seeking accreditation. The profile should describe its relationship with other providers if any, its collaboration and partnerships with other parties (such as professional associations, industry bodies, international benchmarking organisations and the like), its intended

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customers, its history, its staffing, its financial status, its general *modus operandi* and its focus in the provision of learning and any other activities in which it engages.

Provisional Accreditation

Providers complying with the applicable legislation and TETA criteria for accreditation will be granted provisional accreditation which is valid for **a period of 24 months**. Such accreditation may be extended for a **period not exceeding 6 months from the date of expiry of accreditation**. This extension may be granted at the sole discretion of TETA ETQA.

Expiry of accreditation

Providers who fail to meet the requirements for provisional accreditation within the specified accreditation period
A provider will be informed in writing of its expiration of accreditation at least three months prior to the accreditation expiring. **Should provider not respond within the 3 months, an expiry notification letter will be sent.**

Full Accreditation


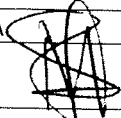
A provider who has met all the requirements will be given full accreditation for five years

A provisionally accredited provider who has met the following requirements will be granted full accreditation at the sole discretion of TETA;

- Learner information must be uploaded onto the TETA system in accordance with the NLRD specifications
- Internal moderation is being implemented at least quarterly
- External moderation / verification has been conducted by TETA ETQA
- Applications for learner statement of results / certificates have been submitted to TETA ETQA
- **Regular adhoc monitoring visits to be conducted during this period**

Accreditation renewal

- Complete the TETA application form for **re-accreditation**
- Submit the application form to TETA offices (relevant ETQA Practitioner) 6 months prior to expiry of accreditation.
- The TETA ETQA will review the evidence and if necessary request for more evidence to be sent for further evaluation. An audit visit might be arranged if needs be.
- To renew the full accreditation status of the provider for a further five years, recommendations will be made to the ETQA Manager and TETA Board.

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Appeals Procedure

Appeals against the denial of accreditation may be lodged with TETA ETQA Manager who will make the necessary arrangements for the appeal to be heard.

De-accreditation

De-accreditation of Providers will be as a result of one of the following reasons:

- Providers seeking voluntary de-accreditation.
- De-accreditation resulting from non-compliance with legislative and/or regulations.
- Provider has failed to satisfy the accreditation criteria and conditions.
- Consistent complaints from clients or stakeholders about the provider.

The TETA ETQA will endeavour to offer support and guidance to the provider before the final decision to de-accredit the provider has been taken

Extension of scope

An accredited provider who wishes to extend its provision of education and training should apply to the TETA ETQA for extension of accreditation, to include unit standards not registered at the time of accreditation

Reporting



Providers will be required to provide TETA with reports complying with specified guidelines, these reports would include but not be limited to:

- ❖ Assessment activities of the Provider
- ❖ Internal Moderation Reports
- ❖ At least one internal audit report of its Learning System per annum
- ❖ The training provided
- ❖ Quarterly statistics on learner achievements in the TETA ETQA prescribed format.

Rights and Responsibilities of TETA ETQA

Providers accredited by TETA ETQA accept the following:

- ❖ The right of TETA ETQA to examine at any time the activities of the Accredited Providers and to review their quality management policies and procedures. Such examinations may take the form but not be limited to:
 - Formal Audits.
 - Requests for information on a regular basis.
 - Scheduled or unscheduled visits by appointed ETQA personnel.
- ❖ TETA ETQA will have the right to temporarily suspend a provider's accreditation if Evidence Guidelines resulting from these examinations indicates that the required standards are not maintained.

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TETA ETQA will have the right to revoke the certificate of accreditation if in the sole opinion of TETA ETQA there is a total breakdown in the provider's provision and Quality Management System.

- ❖ The right of TETA ETQA to provide guidance on issues relating to the activities of Constituent Providers.

This Quality Assurance system encompasses the following:

- It uses the Quality Assurance principles linked to productivity issues.
- It evaluates outcomes-based vocational education and training interventions where curriculum is outcomes-based and modular in nature and competence is the outcome goal.
- It assesses the provider in terms of ETQA requirements

The Accreditation Criteria Matrix System

This Accreditation Criteria Matrix System is based on aspects of the TETA ETQA accreditation process and the requirements of the South African Qualifications Authority Act.

The Quality Assurance aspects of this Accreditation Matrix System are based on the following:

Management responsibilities

Management of resources

Management of processes


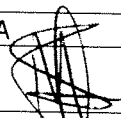
Auditing and monitoring of systems

Accordingly, the TETA ETQA Quality Assurance and Accreditation Matrix System will evaluate:

- The provider's quality management system,
- the providers' ability to obtain, develop, deliver and evaluate learning programmes, which culminate in specified standards or qualifications,
- financial, administrative and physical resources,
- policies and procedures for staff selection, appraisal and development;
- policies and procedures for learner entry, guidance and development;
- policies and procedures for the management of on-job training and assessment
- policies and procedures for the management of assessment;
- policies and procedures for certification;
- necessary reporting procedures; *and*
- the ability to achieve the desired outcomes, using available resources and procedures considered by the TETA ETQA to be needed to obtain, develop, deliver and evaluate learning programmes which culminate in specified standards or qualifications.
- Occupational, Health and Safety aspects

The Application and Self Assessment

Applicants are required to complete the Application- and Self Assessment Form.

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After scrutiny by TETA ETQA any documentation not required for audit purposes shall be returned to the Applicant.

Marketing

Applicants should note that once the Organisation has been provisionally or Fully accredited, that the accreditation is for specific Unit standards and Qualifications as per TETA Primary Focus. It is a requirement for Providers when marketing their services to clearly indicate the qualifications and/or unit standards for which they have been accredited by TETA. Failure to adhere to this requirement may result in the accreditation status of a provider being revoke.

Confidentiality

TETA ETQA undertakes that no information supplied to it as part of the accreditation process will be divulged to any unauthorised third party.

Inspection of documents

TETA inspects some company confidential documents i.e. Tax clearance certificate, etc.

Guidelines for the use of TETA Logo

TETA's Policy with regard to the use of the TETA Name and LOGO is that permission for the use of the TETA name and logo may be granted by the Chief Executive Officer of TETA.



The use of the TETA name and logo shall be in accordance with TETA's mandate as specified in the SAQA and Skills Development Act and its related regulations. Fully Accredited Providers are enjoined to ensure that the usage of the TETA name and logo is accomplished without any alterations and only as originally intended.

Learning programme approval providers may also apply to use the TETA logo on provision that the provider has full accreditation with it primary SETA.

DOCUMENTS TO BE SUBMITTED ON APPLICATION

On formal application for accreditation, the following documents are to be submitted to TETA:

- Completed and signed Official Application Form
- Completed and signed Self Assessment form
- Tax Clearance Certificate
- Completed Assessor and moderator application forms, with short and concise CV's of Trainers outlining their qualifications and experience in the area of learning for which accreditation is applied as well as qualifications and experience as an ETDP/trainer.
- A copy of the Quality Management System
- Proof of other accreditation, approval or recognition as a training provider by any recognised body (e.g. SA-CAA, SAMSA, AA etc.)
- A profile of the Provider (Business plan)

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2. Learning Programme Approval the following must be submitted

- Completed and signed self assessment for Learning programme
- Learner guide
- Assessment guide
- Facilitator guide

2.1 Extension of Scope

Note: For providers who are already accredited with TETA if they want to extend their scope the following must be submitted:-

- Complete the application for accreditation form, sign it and mark the relevant block
- Identify the assessors who will assess these new unit standards. If not register, complete the application form to register assessors
- Provide proof of TETA approved learning programmes
- The following must accompany your assessor/moderator applications:
 - Copy of CV
 - Copies of qualifications
 - Assessor/moderator certificate
 - ETDP Endorsement letter

2.2 Re-alignment of Accreditation Scope

- Complete the accreditation application form and follow the same steps in the extension of scope
- Indicate your scope of re-alignment in the application form
- Provider must monitor/know the start and end of registration for qualifications/US. This information is readily available on the SAQA web page



Applications for the following regions are to be delivered to:

Gauteng, Limpopo, Mpumalanga, North West Province and Free State:

TETA
 ETQA Unit
 2nd Floor, Sonsono Building
 344 Pretoria Avenue,
 Randburg
 Private Bag X10016
 Randburg, 2125

Contact Numbers:
 Tel (011) 781-1280
 Fax (011) 504-9252

Kwazulu-Natal:

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TETA
 ETQA Office
 2nd Floor
 67 KE Masinga Road
 Durban
 4000

Postnet Suite 153,
 Private Bag X504,
 Northway, 4065

Contact Numbers:
 Tel: (031) 207 4462
 Fax: (031) 207 2830



Eastern-, Western and Northern Cape:

TETA
 ETQA Office
 WJM House,
 Glen Roy Rd,
 Pinelands, Cape Town

PO Box 38134,
 Pinelands, 7430

Contact Numbers:
 Tel: (021) 531 3064
 Fax: (021) 531 3063

NB! Failing to submit the above information for each process, the package will be returned to the provider but note that the provider will carry the cost of sending back the package (Cash on delivery).

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PROVIDER QUALITY AND ACCREDITATION GUIDELINES

The Quality Management System will consist of the following Components:



- POLICY MANUAL/SECTION
- PROCEDURE MANUAL/SECTION
- SUPPORT MATERIAL MANUAL/SECTION

1. POLICY MANUAL/SECTION

The Policy Manual of the Quality Management System will define that which a provider wishes to achieve. It will provide direction to staff members regarding strategic objective and operational plans as well as policy statements on key business processes. In a larger organisation, the policy Manual will be a separate manual but in a smaller organisation it may be a section of the entire QMS Manual. Additional guidance can be found in the SAQA document *Criteria and guidelines for Providers*. The following components should appear in a Policy Manual:

A Business plan containing the following:

- Vision and Mission Statements: A **vision** is a motivating statement, stating where the organisation wishes to be at some point in the future usually in about five years time. The **mission statement** is more current and describes in broad terms the purpose of the organisation.
- Quality Policy Statement: A Quality Policy Statement specifies the **degree of excellence** the organisation wishes to achieve. It will normally serve several purposes. Firstly it will provide a commitment from senior management regarding the level of quality and service it promises to deliver. Secondly it will commit the staff to the same level of quality and service. In support of the above it may include the organisations quality and business objectives. All of the above should be in the context of training. The senior manager must sign the statement. To ensure effectiveness of the Quality Policy Statement, it should not merely be a paragraph hidden away somewhere in a file in a cupboard. It should be clearly visible to both the public and staff in prominent positions. It should also not be empty words that only pay lip service but should be institutionalised through effective and dynamic policies and procedures.
- Company Objectives/Strategic Goals: In order to achieve the vision the provider has set, long term priorities and shorter term objectives need to be determined. The objectives must be specific, measurable, achievable, realistic and time based.
- Budgets: A budget is often part of a business plan but can be a separate document. It must contain expected income and planned expenditure.
- Marketing Strategy/Plans: All training providers should have a marketing plan or strategy, whether it is an internal provider or a public provider.
- Company Organogram: A company organogram should be included, which includes the positions and names of staff filling each position.



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- Defined Responsibilities: It is important that all staff are fully aware of their responsibilities. These responsibilities must be defined in the Quality Management System, and signed by the respective personnel. It is also important in terms of specific issues regarding the management of the QMS, for example:
 - Who is responsible for controlling the QMS and all its associated documentation?
 - What are the responsibilities of others in the management of the QMS?
- Policy Statements on Key Business Processes: Policy statements must be written for all the following Key Business Process:
 - Physical Resources
 - Human Resource Processes
 - Staff Recruitment Selection
 - Appraisal
 - Training and Development
 - Learning Programme Development and Provisioning
 - Learner Entry Guidance and Support
 - Financial and Admin Processes
 - Management of Assessment and moderation Processes
 - Management of On Job Training (Learnerships)
 - Management Review Processes
 - Management of Documentation and Records
 - Management Review Processes
 - Internal Auditing Processes
 - The writing of policy statements for marketing, customer service and any other processes as determined by the provider are optional but recommended.

2. PROCEDURE MANUAL/SECTION

The Procedure Manual/ Section of the Quality Management System will describe how the various quality objectives and policies are implemented in the organization. Procedures are documented not only to provide compliance to the TETA Accreditation criteria but also to give clear guidance to all functions within the organization on how to achieve quality. The former refers to the system procedures and the latter as the operational procedures. The procedures may be considered the core of the Quality Management system, as the procedures describe the authorities, responsibilities and activities to be performed within the function.

There are distinct advantages for creating such a document: Clear transmission of information, permanent record, dependable resource, provides direction, uniformity of understanding, basis of control, eliminates confusion, prevents short cuts and ensures changes are strictly controlled.

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There is no particular format that is promoted as being the best, as each organization is unique, however the two main methods are flow diagrams or text based procedures.

Irrespective of whether it is text based or flow charts, the main heading of the procedure should not change. These headings are:

Each Procedure must have a document number and revision number and date.

Purpose	This is a concise description of the intent of the procedure
Scope	This defines the parameters within which the procedural activities are confined
References	This section lists other documents, which may be read in conjunction with the procedure to enhance its effectiveness
Definitions	Unusual or confusing terminology as well as abbreviations
Procedure/Activity/Method	The actual activities, responsibilities for their performance, the frequency and how the activities are performed
Records	Any forms that should be completed, where they are kept and retention periods
Attachments/appendices/annexes	Sample forms may be attached, preferably completed examples

TYPE AND CONTENT OF PROCEDURES



The type and content of the procedures as defined by the TETA ETQA Accreditation criteria are as follows:

- Learning Programme Development and Provisioning In the outcomes based Education, Training and Development (ETD) environment it is expected that courses will be developed in conformance with industry needs. In the current environment these may be expressed through:
 - Workplace and Sector Skills Plans
 - Recognised procedures & practice,
 - Skills needs analyses,
 - Unit standards,

As well as by standards and qualifications registered on the National Qualifications Framework (NQF).

The goal is to have each programme course developed into a complete plan for instruction with measurable objectives geared toward helping the individual master a set of specific, relevant competencies that are based on the current and future requirements of the workplace and registered unit standards.

In recognising the variety of learners' learning styles, as well as the variety of instructional styles within the instructional process, TETA ETQA supports competency-based instruction utilising current technology both in the traditional classroom based setting and in independent self-paced study.

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Providers must demonstrate their ability to obtain, develop, deliver and evaluate learning programmes, which include learning material assessment, facilitator and learner guides, which culminate in specified registered standards or qualifications. This material must be recommended by the TETA ETQA Standing Committee in order to assess whether it meets industry and learner requirements.

Since the instructional process revolves around the individual learner, the provider provides appropriate services to support learners during the vocational education and training process, as this is essential for their success. Additional counselling should be available to identify and serve the needs of the traditional, non-traditional and special needs of learners throughout their learning period.

Providers who purchase approved learning material must supply proof of purchase of the material from the developer. The contract between the provider and materials developer must be made available during monitoring.

Learning material submitted will not be evaluated if documentation, i.e learner, assessment and facilitator guides and LP Self Assessment form have not been submitted.

A plan relating to the realignment of material in line with revised unit standards/qualification should be made available during monitoring. The plan should include realignment of Assessor/Moderator registration.



- Learner Entry Guidance and Support Each learner should be put through a comprehensive induction programme. The induction programme should detail the aspects that the instructor needs to address, such as the evacuation procedures, the details of the Learnership (if applicable) as well as the appeals procedure.

This must link to motivation for reporting requirements: learner information is used to design programmes, courses, materials, learner support, and guidance services that are flexible and learner-centred.

In respect of ensuring a quality experience for all learners, 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 programmes.

Learner guidance is a form of learner support that should be available at a minimum of three points in the learning process unless the learning programme dictates otherwise. Learners need to have access to reliable advice and information before they enrol in a particular programme; during the period they are engaged in the learning programme and when they complete the programme. Considerations of age, race, gender and language should be made in order to render this service as accessible as possible.


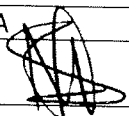
Learner induction is defined as a stage in the learner's journey occurring after the learner has made an initial choice of programme and before learning starts. It may take place as a separate session(s) or may combine with enrolment and initial assessment, depending upon circumstances.

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- 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 accreditation. In addition, 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. An important element of this criterion would be the evaluation of the financial policies and procedures in respect of the goals and mission of the provider as well as the relationship of the financial system to the attainment of the provider's goals and objectives.
- 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. Other details such as access control and verification procedures need to be documented.
 - Management of Documentation: a major aspect of administration in terms of the TETA ETQA requirements is that of document control: Identification, storage, protection, retrieval, retention, times and disposal times.
- Physical Resource 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 providers communication and information systems. Providers who do not utilize their own premises for the purposes of training should compile a checklist to verify compliance of the physical resources.
- Human Resources Each provider employee is a valuable resource to the organisation. The provider will work with all employees to enable them to meet the pre-established requirements for their jobs. Employees at all levels will be provided the opportunity to interact with each other in such a way that mutual respect for one another and for the organisation is achieved.

The provider ensures a quality work environment, which is supportive of people doing their jobs right the first time in meeting the vocational education and training of their customers, the TETA ETQA. The organisational climate fosters an attitude of respect for one another and provides opportunities to maximise every employee's potential. Such an environment is safe, clean, technologically current, comfortable and attractive for vocational education and training administrative functions. To add to the improvement of the services offered by the provider all the employee need to be appraised on a regular basis and this should be linked to individual development plans, which address capacity building needs.

The provider employees are expected to display behaviour that creates a positive attitude, enthusiasm, loyalty and a commitment to the goals, the objectives and the

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mission of the institution. Employee commitment, dedication and hard work will, in turn, enable the provider to meet its goals, objectives and mission.

- Management of Assessment and Moderation. The education and training system is one in which learning attainment is based on achievement through appropriate assessment of learning outcomes specified in *NQF* registered standards and qualifications. Assessment can thus be defined as a measurement of the achievement of the learning outcome/s as per the unit standards.

The following elements, amongst others, need to be taken into account in designing, implementing and maintaining the assessment system:



- The assessment strategies must be in keeping with the aims and outcomes of the learning programme or course and as these relate to the outcomes specified in the standard or qualification.
- a range of parties is involved in the assessment of learners. This can be designed appropriate to context and outcome and can include self-, peer and other forms of group assessment.
- An appointed Internal Moderator is a compulsory requirement for provisional accreditation (to be included)
- Moderators for assessment and even assessment monitors can be included in this grouping (to be removed)
- 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.
- The processes and results of assessment must fulfil the requirements of the *NQF* standards and qualifications for which the provider has been accredited and must meet the requirements of the ETQA.
- Assessment policy to assessment appeals procedure

Recognition of Prior Learning (RPL)

RPL is a process whereby a person's prior learning is formally recognised in terms of registered qualifications and unit standards, regardless of where and how the learning was attained. RPL acknowledges that people never cease to learn, whether learning takes place formally at an educational institution, or whether it takes place informally.

RPL Process

- Identifying what a person knows and can do
- Match the person's knowledge, skills and experience to specific standards and the associated assessment criteria of a qualification
- Assess the learning against those standards
- Credit the person for skills, knowledge and experience built up through formal, informal and non-formal learning that occurred in the past

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- In practice what this means is that a learner or an employee's non-traditional or non-formal experience and learning can be recognised

Definition of RPL

In terms of the Regulations of the SAQA Act 1995 (Act No 58 of 1995), Government Gazette No 6140 (No R452), the definition for RPL is as follows:

"Recognition of prior learning" means the comparison of the previous learning and experience of a learner howsoever obtained against the learning outcomes required for a specified qualification, and the acceptance for purposes of qualification of that which meets the requirements:

- formal education and training programmes
- formal and informal on the job education and training
- self study
- experience and in-house education and training"

- Management of On Job Training In respect of components of learning delivery, which do not happen under the direct management of the provider, it is expected that the provider should give Evidence Guidelines of how they will assure the quality of the "practical" or "experiential" element of the learning programme.



Mechanisms for ensuring valid "off-site" learning experiences and for safeguarding the rights of learners in this process will be required. As part of the system for practical or experiential learning, the provider will need to give Evidence Guidelines for managing assessment across sites and for the maintenance of learner information.

Minimum Requirements for OJT Criteria

Coaches and Mentors
 Workplace Assessors
 Workplace Moderators
 OJT forms to be completed to structure the OJT learning
 Logbook system
 Support to learner during practical learning
 Liaison between OJT and training centre
 Progress feedback systems
 Signing off of OJT
 Recording of OJT

- Internal Auditing. An audit is defined as "a systematic, independent and documented process for obtaining evidence and evaluating it objectively to determine the extent to which audit criteria are fulfilled". The audit will determine that an organizations activities: conform to specified policies and objectives; conform to requirements of the TETA ETQA Accreditation Criteria; do not contravene any statutory regulations and fulfils the requirements of specified Codes of Practice.

- Management Review: Auditing is a management tool, which is useful in directing or managing an organization, or parts thereof, in a more effective manner.

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- Certification Procedure: The provider will certify learners. Proof of the type of certificate to be issued to learners need to be maintained, recorded and stored according to the certification procedure.

A certificate must include the following information:



- name and logo of the accredited provider;
 - address of accredited provider;
 - accreditation number of provider;
 - certificate identification or serial number;
 - identification of Act and Regulation;
 - full name and surname of learner;
 - identification number of learner;
 - lifting machine code, code description of equipment, attachments and capacity;
 - restrictions of operation;
 - registration number of assessor;
 - unit standard number and credit value;
 - date of issue and expiry date; and
 - at least two authorising signature.
- Occupational Health and Safety The Constituent Provider shall ensure that it brings about and maintains, as far as reasonably practicable, a work/learning environment that is safe and without risk to the health of the learners as per the Occupational Health and Safety Act. Providers who do not utilize their own premises for the purpose of training should ensure premises comply with OHS requirements.

3. SUPPORT MATERIAL MANUAL/SECTION

The Support Material Section includes forms, templates and report that are or will be used by the provider in the day-to-day implementation of its QMS. This section is cross-referenced with the Policy and Procedure Manual.

All official master documentation will be kept in this Manual, and will include documents such as :

- Management Review Report Forms
 - Training Report Forms
 - Training Records Formats
 - Data Collection forms
 - Amendment Record Sheet
 - Quality Documents Distribution Forms
 - Learner feedback forms
 - Customer Satisfaction Surveys
 - Logbooks for on-job Training
 - Induction Template and Brochures
 - Assessment Guide Template
- **Realignment plan in terms of qualification/ unit standard life span**

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The normal lifespan of a qualification is three years. After three years a qualification will be reviewed, and depending the outcome of the review process, re-registered, significantly changed, or replaced by a newly developed qualification.

Unit standards are also reviewed in a similar manner, but if being offered within specific qualifications, the unit standards take on the lifespan of the qualification, even if a replacement unit standard has been registered.

ETQAs are accredited to quality assure specific qualifications. An ETQA's primary focus may be extended to include a new or replacement qualification.

Current Practices within TETA

SAQA alerts the affected ETQA of such changes and of any qualification being replaced by a new qualification. The ETQAs in turn has the responsibility to alert their providers of such changes and/or replacements

In the current alert letters that go out to ETQAs, SAQA informs the ETQAs that no new learners may be enrolled on the qualification that has reached its expiry date, and it is now being replaced, and that all new enrolments should take place on the newly registered qualification from date of registration.

These letters also stipulate a teach-out period of n+2 years.



Authority Decision

Given the background and rationale above, the following was agreed upon at the SAQA Authority meeting of 21 February 2007:

1. In the event of a qualification being replaced by a new qualification, or in the event that changes to a qualification are significant, the ETQA, and therefore the accredited providers, be given a transitional period of one (1) year to develop and submit new learning programs for approval.
2. During this transitional period of one year, new learners may still be enrolled on the qualification that has been replaced, and the NQF will allow new registrations for one year, after which no new learners will be allowed to enrol for that qualification.
3. Existing learners in the system will still have a teach out period of n+2 years from the "last date for enrolment" of the qualification that has been replaced.
4. The above principle is applied to replacement unit standards as well.

TETA'S responsibility

TETA will be responsible to communicate this decision of the Authority with all its accredited providers and where possible place the decision and example on the TETA's website. Providers will be expected to submit learning programme according to new

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qualification/ unit standard and align their assessors and moderators to new qualification/ unit standard.

ACCREDITATION PROCESS

Step 1

Obtain necessary documents from The TETA ETQA, which includes the following:

- ❖ Application Form
- ❖ Accreditation Guideline and Process (This document)
- ❖ Self Assessment Form
- ❖ Assessor/Moderator Registration Criteria Document
- ❖ Assessor/Moderator Registration Application form

Step 2

Applicants complete the application form/s and the self-assessment form and submit it to the TETA ETQA together with other relevant documentation as specified on page 8 of this document. The self-assessment will enable the applicant to test their application for potential success before time, effort and expenses of the actual process is embarked upon. It is therefore essential that all sections of the self-assessment be completed honestly and thoroughly.

Step 3

After sufficient time has been allowed for the ETQA Staff to review both the application and self-assessment form submitted(Desktop evaluation), the documents will either be returned for supplementation/alterations or an appointment will be made with the Applicant. A site visit may be conducted to further verify the submitted information.

Step 4

ETQA Practitioners will conduct site visits once an appointment has been confirmed with the applicant within a month to verify the capability of the Applicant to deliver training as applied.


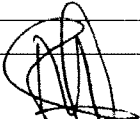
Step 5

The outcome of the site visit may be recommendation for Provisional Accreditation.

❖ **Provisional Accreditation**

Providers who meet the minimum requirements for accreditation as outlined in this document will be recommended for provisional accreditation.

❖ **TETA ETQA has the right to reject any applications for accreditation with costs if:**

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The provider applying for accreditation decides not to continue with the accreditation process after TETA ETQA has already completed the site visit process and has no intention to implement the required corrective actions.

Step 6

Upon approval of the recommendation by the QA Committee and TETA Board, the provider's details will be captured on the TETA MIS and webpage. A letter confirming the accreditation of the provider, inclusive of an accreditation number, will be issued to the provider via post.

Monitoring and Auditing

Regular monitoring auditing of provider will take place on an annual basis to ensure that the required level of quality is being maintained and improved upon.

❖ **Full Accreditation.**

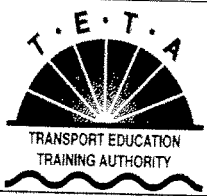

This will be granted if the Applicant complies fully with the Accreditation Requirements.

Application for Programme Approval

Providers with primary accreditation with the TETA ETQA may apply for programme approval for unit standards and qualifications outside the TETA ETQA Primary scope. A letter of intent to extend the scope to another ETQA to be submitted to the TETA ETQA to facilitate the process of MOU. Note that this is only for providers with Primary accreditation with the TETA ETQA.

TETA will communicate through the Memorandum of Understanding (MOU's) with the relevant ETQA to obtain the necessary documentation to be submitted by the provider to the ETQA with all the relevant information. It is encouraged that providers follow-up on the status of the programme approval with the relevant ETQA and submit proof of programme approval to the TETA ETQA.

Providers with primary accreditation from other ETQAs may apply for programme approval for unit standards and qualifications within the TETA ETQA scope. A letter of intent from the provider's primary ETQA will be required by TETA.

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Checklist for Application for Accreditation / Programme Approval

No.	Document	Yes	No
1	QAFM01 Rev 8 Accreditation Application form		
2	2.1 QAFM02 Rev 7 Self-assessment form OR QAFM07 Rev 2 2.2 Secondary Accreditation Self-assessment form 2.3 MOU letter from primary SETA		
3	DTI documentation		
4	Latest tax clearance certificate		
5	Company registration (CIPRO) forms*		
6	Letters of appointment of QMS and safety representatives		
7	Service level agreements with facilitators, assessors and moderators		
8	Approval letter from TETA confirming approval of learning material and/or proof of purchase from the programme developer (approved LP's must have Model Answers/ Memorandum)		
9	Quality management rep appointment letter		
10	Health and safety rep appointment letter		

***Please note that the organisation must be a registered entity as a sole proprietorship will not be accepted as a business entity for the purposes of accreditation**