



QCTO Accreditation Policy

09 September 2021

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DOCUMENT CONTROL

Version and Amendment Schedule

Version	Version Date	Author	Description
1.0	December 2021	Mr T Matjabe	New policy

APPROVAL BY

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1 LIST OF ACRONYMS

ACRONYM	DESCRIPTION
AC	Assessment Centre.
CET	Community Education and Training College.
CHE	Council on Higher Education.
DHET	Department of Higher Education and Training.
EISA	External Integrated Summative Assessment for occupational qualifications and part-qualifications registered on the OQSF.
FISA	Final Integrated Supervised Assessment for historically registered qualifications and occupational skills programmes.
HEQSF	Higher Education Qualification Sub Framework.
GFETQSF	General and Further Education and Training Qualification Sub Framework.
NAMB	National Artisan Moderation Body.
NLRD	National Learners' Records Database.
NQF	National Qualifications Framework.
OQSF	Occupational Qualifications Sub-Framework.
QC	Quality Council.
QCTO	Quality Council for Trades and Occupations.
QP	Quality Partner.
RPL	Recognition of Prior Learning.
SAQA	South African Qualifications Authority.
SDP	Skills Development Provider.
SETA	Sector Education and Training Authority.
SME	Subject Matter Expert.
TVET	Technical and Vocational Education and Training.

2 GLOSSARY OF TERMS

The following terms are applicable for the purpose of this document, should there be any conflict between terms in this document and the OQSF Policy, the OQSF Policy takes precedent. A comprehensive list of terms can be found in the OQSF Policy.

TERMS	DESCRIPTION
Accreditation	Means an official approval awarded to a Provider by a Quality Council to offer qualifications registered on the National Qualifications Framework.
Act of dishonesty	Any individual engaging in dishonest acts during the assessment process, including acts that are identified before the final assessment, as well as acts that are identified during or after the final assessment.
Act of misconduct	Misbehaving, creating a disturbance or wilfully disobeying legitimate instructions that may have an adverse effect on students, the officials, the assessment process or the outcome of the accreditation or examination.
Administrative error or omission	Any error of a technical nature where individuals unintentionally fail to follow the prescribed administrative procedure with the result that information is omitted, something is not done or is neglected in any way that may cause the learner or institution to be advantaged or disadvantaged because of this error or omission.
Assessment	Means the process used to identify, gather, and interpret information against the required competencies in a qualification or part qualifications to make a judgement about a learner's achievement. Assessment can be formal, non-formal or informal; assessment can be of learning already done, or towards learning to inform and shape teaching and learning still to be done, assessment can be physical or virtual provided all minimum requirements are met.
Assessment Body	A department of education or an entity accredited/delegated by a Quality Council to conduct external summative assessment and moderate site-based assessment for specified qualifications, part-qualifications, or prior learning.
Assessment Centre	A legally established institution (public or private) that has been recognised (accredited), usually for a particular period, by the QCTO, as having the capacity and capability to assess any OQSF qualification, part-qualification, or skills programme at the required minimum standard.
Bias	Accreditation practices that hinder or advantage particular institutions or groups of institutions. An absence of bias is sought, where all institutions are treated with equal respect and consideration regardless of social, economic, cultural, faith-based, ethnic, gender or other differences.
Blended learning	Learning and assessment based on a variety of modes, types, sites, outputs, contexts, platforms, and other aspects including contact and technology-mediated learning.

Certification	The formal recognition of an OQSF qualification, part-qualification or occupational skills programme awarded to a successful learner on meeting the set requirements or standards.
Credibility	A respected process or product which results from a fair, valid, and reliable validation process designed to enhance the quality of a qualification, part-qualification, or skills programme.
Credits	The volume of learning required for a qualification or part-qualification, quantified as the number of notional study hours required for achieving the learning outcomes specified for the qualification or part-qualification. One credit is equated to ten (10) notional hours of learning.
Educator	An inclusive term referring to teachers, lecturers, facilitators, assessors, moderators, and others teaching, educating, training, facilitating, assessing, or enabling learning in learning contexts across the board.
Examiner	A qualified and competent person appointed to develop, administer, and oversee a formal assessment, including a person appointed to develop assessment instruments (such as exam papers, marking guidelines, and others). An examiner may be an educator.
External Assessment	Assessment developed by a qualified and competent person or body not directly involved in the development and/or delivery of the learning being assessed.
External Integrated Summative Assessment	<p>Means assessment developed by a qualified and competent person or body not directly involved in the development and/or delivery of the learning being assessed.</p> <p>Maybe this definition should be expanded to include something like – final assessment to assess the competence of a learner against the stated exit level outcomes of an occupational qualification and/or part-qualification.</p>
Formal Assessment	Assessment for which assessment processes, tools, and results are recorded towards achievement of a qualification, part-qualification, or skills programme.
Formal learning	Learning that occurs in an organised and structured education and training environment and that is explicitly designated as such. Formal learning leads to the awarding of a qualification or part-qualification or skills programme.
Imposter	Any entity who hosts or attempts to host the accreditation on behalf of the entity that applied for accreditation without formal authorisation.
Mixed-mode or multi-modal learning	Learning that makes use of different learning sites and different forms of delivery including but not limited to face-to-face, distance and e-learning, and full-time, part-time, and block-release study.

National Learners Records' Database	Means the electronic management information system of the NQF under the authority of SAQA, which contains records of qualifications, part-qualifications, learner achievements, recognised professional bodies, professional designations, and associated information such as registrations and accreditations.
National Qualifications Framework (NQF)	<p>Means the comprehensive system, approved by the Minister of Higher Education Science and Innovation Training for the classification, co-ordination, registration and publication of articulated quality-assured national qualifications and part-qualifications.</p> <p>The South African NQF is a single integrated system comprising three coordinated qualification sub-frameworks for General and Further Education and Training, Higher Education, and Trades and Occupations respectively.</p>
Notional hours of learning	Means the agreed estimate of the learning time that it would take an average learner to meet the defined learning outcomes; it includes consideration of contact time, research, completion of assignments, time spent in structured learning in the workplace, individual learning. and assessment. Ten (10) notional hours equate to one (1) credit.
Occupational Qualification	<p>Means a qualification associated with a trade, occupation or profession developed and quality assured under the auspices of the QCTO and consisting of knowledge/theory and application (practical skills/work experience/simulated work experience) components and an external integrated summative assessment.</p> <p>The SDA defines an occupational qualification as “a qualification associated with a trade, occupation or profession resulting from work-based learning and consisting of knowledge unit standards, practical unit standards and work experience unit standards.</p>
Part-Qualification	Means an assessed unit of learning with a defined outcome that is or will be, is registered as part of a qualification. on the NQF.
Qualification	Means a registered national qualification A registered national qualification consisting of planned combination of learning outcomes which has a defined purpose or purposes, intended to provide qualifying learners with applied competence and a basis for further learning and which has been assessed in terms of exit level outcomes, registered on the National Qualifications Framework, and certified and awarded by a recognized body.
Quality	Meeting the requirements of nationally agreed outcomes and performance/ assessment criteria, thus facilitating both provision and monitoring.
Quality Assurance	The process of ensuring that specified standards or requirements for qualifications or programmes development, accreditation, teaching learning, education administration, assessment, certification, and the recording of achievements have been met.

ISO defines quality assurance as a way of preventing mistakes and defects in manufactured products (skilled and capable work force) and avoiding problems when delivering products or services (qualification or programme development, accreditation, assessment, and certification) to customers.

Quality Council	One of the three Quality Councils tasks with developing and managing the Sub-Frameworks of the NQF to ensure that agreed quality standards are met, namely the Council on Higher Education (CHE) for the Higher Education Qualifications Sub-Framework (HEQSF); Umalusi for the General and Further Education and Training Qualifications Sub-Framework (GFETQSF); and the Quality Council for Trades and Occupations (QCTO) for the Occupational Qualifications Sub-Framework (OQSF).
Reliability	The overall consistency of a measure. A measure is said to have high reliability if it produces similar results under consistent conditions.
Site-based assessment	Assessment tasks developed and administered on-site by educators at the place at which tuition is offered.
Skills Development Provider	A legally established institution (public or private) that has been recognised, usually for a particular period, by the QCTO, as having the capacity and capability to offer a qualification or part-qualification registered on the NQF at the required standard.
Summative Assessment	The final assessment of knowledge, skills, and values, which is used to evaluate a candidate's competences against a set of assessment criteria in the EISA and FISA.
Supervised Assessment	The Final Integrated Summative Assessment (FISA) (theory and/or practical) developed, moderated, and conducted in a supervised manner under examination conditions.
Sub-Framework	One of three qualifications Sub-Frameworks which make up the NQF as a single integrated system: the Higher Education Qualifications Sub-Framework (HEQSF); the General and Further Education and Training Qualifications Sub-Framework (GFETQSF); and the Occupational Qualifications Sub-Framework (QCTO).
Transparency	The extent to which the accreditation criteria and processes are known, visible to, and understood by the institutions and the various role-players in the accreditation process.
Workplace based learning	Means an educational component of an occupational qualification that provides students with real life work experiences where they can apply academic and technical skills and increase the prospect of employability.
Workplace based learning programme	Means an intervention as contemplated in an occupational qualification which a person internalises knowledge, skills and competencies and gain insights through exposure to work by achieving specific outcomes to enhance employability.

3 PREAMBLE

- 3.1 The Quality Council for Trades and Occupations (QCTO) was established through the Skills Development (SDA) Act 97 of 1998 as one of the three Quality Councils (QC) in the Republic of South Africa (RSA).
- 3.2 The Skills Development Act (SDA) and the National Qualifications Framework (NQF) Act number 67 of 2008 (Chapter 5 sections 26 and 27) outlines the statutory mandate of the QCTO.
- 3.3 The main functions of the QCTO are divided into five domains, which are:
 - 3.3.1 Qualifications;
 - 3.3.2 Accreditation;
 - 3.3.3 Assessment;
 - 3.3.4 Certification; and
 - 3.3.5 Quality Assurance.
- 3.4 This policy focuses on the Accreditation domain as one of QCTO's integral domain to qualify a skilled and capable workforce that is employable or self-employed.
- 3.5 The QCTO aspires to qualify a skilled and cable workforce by effectively and efficiently managing the Occupational Qualifications Sub-Framework (OQSF) to set standards, develop and quality assure national occupational qualifications for all who want a trade or occupation and, where appropriate, professions.
- 3.6 This policy is one of such standards to give a plan of action on what needs to be done to plan; implement and quality assure accreditation within the OQSF.
- 3.7 This policy maintains the following values of the QCTO:
 - 3.7.1 Innovation and Excellence;
 - 3.7.2 Empowerment and Recognition;
 - 3.7.3 Respect and Dignity;
 - 3.7.4 Ethics and Integrity;
 - 3.7.5 Ownership and Accountability; and
 - 3.7.6 Authenticity.

4 PURPOSE

- 4.1 This policy outlines the accreditation of Skills Development Providers (SDP) and Assessment Centres (AC) for all qualifications in the OQSF. Assessment Centres includes Trade Test Centres (TTC) and Exam Centres (EC).
- 4.2 Accreditation within the OQSF is based on the applying entity demonstrating their existing Capability and Capacity to be able to meet the minimum requirements to offer OQSF qualifications and programmes.
- 4.3 Accredited skills development providers and assessment centres need to consistently maintain the minimum accreditation requirements for each accredited qualification or skills programme, throughout their accreditation period to ensure that their accreditation remains valid.
- 4.4 Non adherence to the minimum accreditation requirements may result in the entity's accreditation status being revoked.

5 LEGISLATIVE AND REGULATORY FRAMEWORK

- 5.1 This policy is informed by the following legislative documents and policies:

- 5.1.1 National Qualifications Framework (NQF) Act 67 of 2008.
- 5.1.2 Skills Development Act (SDA), (Act 97 of 1998).
- 5.1.3 Occupational Qualifications Sub-Framework Policy (OQSF).
- 5.1.4 Article 29(3) of the Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996)
- 5.1.5 Recognition of Prior Learning (RPL) Policy.

- 5.2 This policy must be read in conjunction with the latest versions of the following policies:

- 5.2.1 The Occupational Qualification Sub-Framework (OQSF) Policy;
- 5.2.2 The Quality Assurance Policy; and
- 5.2.3 The Assessment Policy.

6 SCOPE AND APPLICATION

6.1 This policy applies to:

- 6.1.1 Accredited Skills Development Providers (SDP);
- 6.1.2 Accredited Assessment Centres, including Trade Test Centres;
- 6.1.3 Sectoral Education and Training Authorities (SETA);
- 6.1.4 Quality Partners (QP) e.g., Assessment Quality Partners (AQP) etc; and
- 6.1.5 Any entity that is formally participating within the OQSF.

6.2 This policy covers accreditations for the following qualifications in the OQSF:

- 6.2.1 Historical Registered Qualifications;
- 6.2.2 Legacy Trades;
- 6.2.3 Provider Based Qualifications;
- 6.2.4 Unit Standard Based Qualifications;
- 6.2.5 Historical Skills Programmes;
- 6.2.6 NATED 190/191 N4 to N6;
- 6.2.7 Occupational Qualifications;
- 6.2.8 Occupational Part Qualifications; and
- 6.2.9 Occupational Skills Programmes.

6.3 The applicant may apply to be accredited by the QCTO as any of the following:

- 6.3.1 Skills Development Provider (SDP);
- 6.3.2 Assessment Centre (AC) including Trade Test Centre (TTC); or
- 6.3.3 A combination of both Skills' Development Provider and Assessment Centre.

6.4 Accreditation application for Occupational Skills Programmes is always for both the SDP and AC as there are no dedicated assessment centres or trade test centres for skills programmes.

7 POLICY STATEMENT

- 7.1 Any entity that wishes to offer any qualification, part qualification or skills programme within the OQSF shall be formally accredited by the QCTO before commencing with any activity relating to the OQSF qualifications or programmes.
- 7.2 All accreditation Letters for any qualification in the OQSF issued from 1 June 2022 shall be bearing the QCTO logo as per specimen shown in Annex A and B. Accreditation Letters issued prior to this date by any SETA will remain valid until their expiry date.
- 7.3 The QCTO implement the accreditation process in partnership with its Quality Partners (QP), as per the quality partner functions outlined in the signed Service Level Agreement (SLA). Quality Partners includes but are not limited to SETA, the National Artisan Moderation Body (NAMB) and professional bodies amongst others.
- 7.4 The QCTO deals directly with the applicant and does not promote the use of intermediary institutions or individuals.
- 7.5 The accreditation application shall be accompanied by an administration cost associated with the qualification or skills programme applied for as determined and published by the QCTO. At the moment, accreditation application fees for some qualifications are fixed at R0,00 for a certain period.
- 7.6 The QCTO in partnership with the South African Qualification Authority (SAQA) is in the process of deregistering and realigning all historical qualifications listed in section 6.2 before June 2023, prospective SDP and AC are encouraged to apply for occupational qualifications, part qualifications or occupational skills programmes accreditation to avoid investing their time and resources on expiring qualifications.
- 7.7 The QCTO and its quality partners reserves the right to reject accreditation applications for historical registered qualifications in 6.2, if an alternative occupational qualification, part qualifications or occupational skills programmes is available.
- 7.8 The QCTO and its Quality Partners reserves the right to reject accreditation application, should there be proliferation of accredited providers or assessment centres for a qualification or programme, or if there are too many applications to deliver or assess qualifications within the same area.
- 7.9 The QCTO and its Quality Partners reserves the right to reject accreditation application for qualifications or programmes that are ring-fenced for public or statutory entities.
- 7.10 The latest list of accredited providers and assessment centres including trade test centres is available at the QCTO website.

8 ACCREDITATION PROCESS SUMMARY

- 8.1 Accreditation starts with the provider selecting the qualifications they wish to be accredited for, as well as the type of accreditation, shown as [step 1] in Figure 1 below. The provider can select to be accredited for any type of accreditation in clause 6.3 , and for any qualification in clause 6.2, keeping clause 7.6 in mind.
- 8.1.1 Should the provider wish to apply to be accredited for any of the historical qualifications in subclasses 6.2.1 to 6.2.6, the Letter of Intent process must be followed according to section 12.
- 8.2 The accreditation planning [Step 2] can commence after [step 1] , where the provider reviews the applicable policies, qualification or programme documents, curriculum documents and Qualification Assessment Specifications (QAS), and accreditation checklist to ensure that they meet the minimum requirements for accreditation.
- 8.2.1 Documents that need to be certified, must be certified and valid at the time of application.
- 8.2.2 It is the prerogative of the applicant to ensure that all submitted document are valid and legal, as misrepresented, or illegal documents will be deemed as if the applicant intentionally submitted those documents and may results in legal action against the applicant.
- 8.3 The Implementation of accreditation [Step 3] can be initiated, where the provider goes to the QCTO website www.qcto.org.za and apply for a specific accreditation which they require.

- 8.3.1 The applicant will be required to supply all the necessary documents of which failure to do so will result in the application not being processed.
- 8.3.2 The QCTOs objective is to process the accreditation application within 90 days in line with the QCTO Annual Performance Plan (APP), of which counting will be commenced once all the required supporting documents are submitted to the QCTO.
- 8.3.3 The QCTO or any of its quality partners will book a physical or a virtual site visit with the applicant, and once a decision has been taken, an accreditation letter will be issued on the QCTO letter head with a unique accreditation number for the accredited address.
- 8.3.4 The last accreditation step [Step 4] is quality assurance, which entails all accredited entities to maintain the minimum accreditation requirements, in line with the original accreditation agreement.
- 8.3.5 Quality assurance will include announced and unannounced site visits by the QCTO or any of its quality partners to ensure that the accredited provider maintains the minimum accreditation requirements.
- 8.3.6 Failure to maintain the minimum accreditation requirements may results in revocation of the accreditation letter.
- 8.3.7 Once the accreditation letter is revoked, the accredited entity is legally bound to ensure that all enrolled learners continue with their training and learning.
- 8.3.8 The entity, which the accreditation letter is revoked from, and its directors are liable for any cost that may arise to ensure that enrolled learners continue with their training and learning.

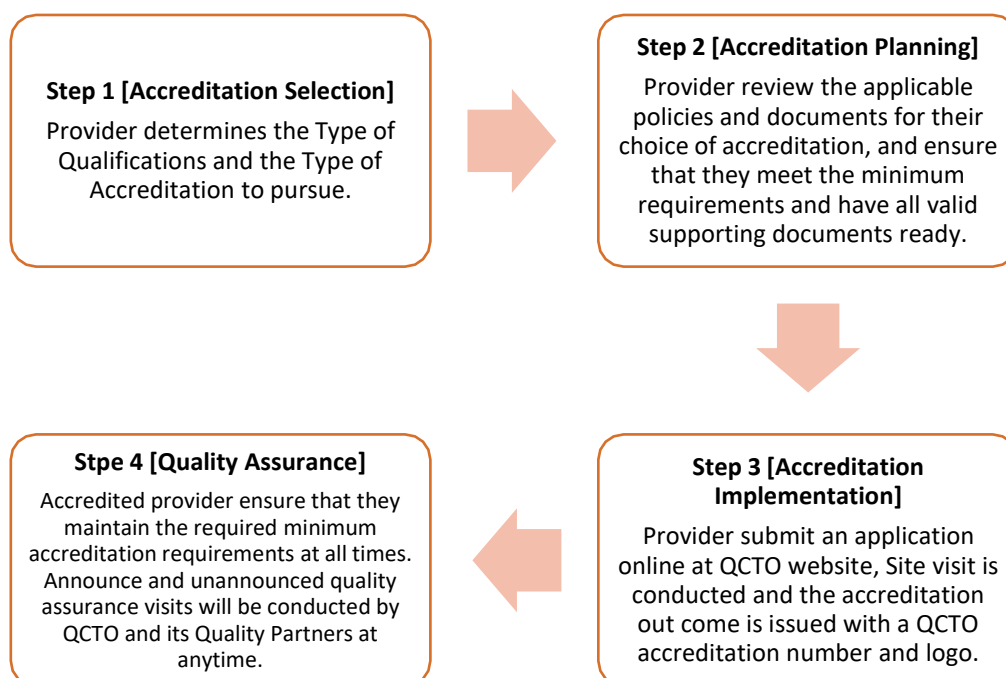


Figure 1: Summary of the accreditation process

9 ACCREDITATION PLANNING

9.1 The QCTO's mandate allows it to accredit legal entities within the Republic of South Africa. The following should be noted when planning for accreditation:

- 9.1.1 Proof of compliance with the Companies Act 71 of 2008 juristic requirement is mandatory. This evidence can be in a form of CIPC registration documents or proof of establishment according to the Labour Relations Act 66 of 1995 for Labour organizations. State entities like government school, departments, universities, TVET, and CET colleges are exempted from the above juristic requirement.
- 9.1.2 Proof of compliance with the Income Tax Act 58 of 1962 at the time of accreditation. This can be done by providing the latest Tax Compliance Status (TCS). State entities like government school, departments, universities, TVET, and CET colleges are exempted from the above tax compliance requirement.
- 9.1.3 Proof of capability for each qualification or programme to be applied for. This requirement is associated with the minimum qualifications and experience of the facilitators and assessors for the qualification or skills programme applied for. Compliance shall be demonstrated by submitting Curriculum Vitae (CV) of Facilitators / Assessors and certified copies of ID copies and Qualifications.
- 9.1.4 Details of foreign personnel must be accompanied by their valid work permits authorising them to work within the Republic of South Africa according to the Immigration Act 13 of 2002.
- 9.1.5 Facilitators and assessors must meet the minimum requirements for a specific qualification or programme, the general rule of thumb is that facilitators or assessors must be qualified for the qualification they intend to facilitate or assess i.e., they must possess a comparable qualification or higher.
- 9.1.6 Proof of capacity for each qualification or programme to be applied for. This requirement is associated with the minimum infrastructure as well as legal and supporting systems for the learners.
- 9.1.7 The physical address must comply with the Occupational Health and Safety Act (OHS) Act No. 85,1993 requirements to ensure the safety of learners and employees alike. Proof of OHS requirements shall be a valid OHS audit conducted by an authorised person.
 - 9.1.7.1 The QCTO issues accreditation for a specific physical address, and hence multiple applications must be submitted, should accreditation be required for different physical addresses.
 - 9.1.7.2 It should be noted that change of physical address requires re-accreditation. The SDP and AC/TTC shall apply for approval from the QCTO before moving the physical address to ensure compliance with this policy.

- 9.1.7.3 All accreditation applications for any qualification or programme must have a physical address within the Republic of South Africa in line with the Domicile Act No 3 of 1992, even if the entire qualification or programme can be offered virtually. The physical address is normally where the SDP or AC/TTC is based. This is a mandatory requirement even if the qualification or programme can be offered and assessed using mixed-mode or multi-modal learning. Proof of address, lease agreement or proof of building ownership may be submitted to demonstrate this.
- 9.2 Qualification documents and the associated curriculum documents can be downloaded from the QCTO and SAQA website.
- 9.3 Applicants are required to provide proof of their understanding of the qualification or programme content by means of:
- 9.3.1 Proof of Learner Support Material (Learning Material Matrix). A matrix must be developed indicating the learning materials for each Module or Topic, practical, simulations and work experience learning where applicable. This may include other content like YouTube videos, etc. An example of Learning Material Matrix is given in Appendix D.
- 9.3.2 Learning Material may be required to be approved by statutory professional bodies for certain occupations e.g. (Pharmaceutical related materials etc).
- 9.4 The QCTO encourages the use of a Lead Provider model, where a single accredited skills development provider formally agrees with one or more providers to share resources for teaching, learning, and training.
- 9.4.1 The Lead Provider model requires formal agreements in place, and all providers are accountable for compliance to this policy and ensuring that the minimum quality requirements are maintained.
- 9.4.2 The Lead Provider model is ideal for mixed-mode or multi-modal learning as well as for occupations where teaching, training, and learning needs to be provisioned at different venues.
- 9.5 The QCTO encourages the use of a Lead Employer model, where a single approved employer formally contracts learners for Workplace-Based Learning Programme (WBLP) and allocate them to different employers within the Republic of South Africa or abroad, on condition that the lead employer is accountable for compliance to this policy.
- 9.5.1 The Lead Employer model is ideal for workplace learning using formal and informal Small, Micro and Medium Enterprise (SMME), where WPBLP contracts are signed with a Lead Employer and the Lead Employer manages and allocates learners to different SMME sites.
- 9.5.2 The lead employer must ensure compliance of all other sites to this policy and to the WBLP contract.
- 9.6 Workplace Based Learning (WPBL) approval has been delegated by the QCTO to the Sectoral Education and Training Authorities (SETA), and respective SETA are responsible for developing and administering the WPBL process.
- 9.7 For qualifications or programmes that requires WPBLP, skills development providers are responsible to ensure that learners have approved workplace-based learning venues, where workplace experience can be acquired through formal and informal employers as well as Small, Medium and Micro Enterprises (SMMEs).

- 9.7.1 WPBLP must be done in line with the curriculum requirements, and verifiable evidence of such experience must be formally recorded and made available on request (e.g logbooks, journals, videos etc).
- 9.7.2 Workplace based learning experience may be acquired by means of simulating the working environment physically or virtually in line with the qualification document, the curriculum, or the skills programme document where applicable.
- 9.7.3 Simulated workplace-based learning is known as work experience learning as it is not necessarily acquired at the formal working environment. Simulation can be implemented physically or virtually.
- 9.7.3.1 Example of simulating work environment physically is when most activities that are normally conducted at the work site are incorporated in a physical practical learning. This may include scale down models, mock-ups or real customers requesting products or services in line with the occupation. (e.g SDP or AC Cafeteria with Chef Learners producing or offering products and services for a chef occupation, welded products produced by welding learners at SDP or AC, sold, or donated to the community).
- 9.7.3.2 Example of simulating work environment virtual is when most activities that are normally conducted at the employer work site are incorporated in a virtual practical learning. This may include mock-up or real customers requesting products or services in line with the occupation (e.g., Pilot or Driver simulation using relevant technologies, modelling or simulating occupations that involves dangerous or expensive activities).
- 9.7.4 SDPs are responsible to ensure that all workplace-based learning, work experience learning, simulation or practical experience for each learner enrolled to respective qualifications or programmes are recorded against the modules or topics, and formally signed off by the undertaking entity or employers and approved by skills development provider.
- 9.7.5 Recording of work experience learning or workplace based learning evidence can be made by means of a training, learning and experience journal, logbook, reflection or any suitable templates in line with the qualification, trade or programme. Additional media recording in a form of videos, pictures etc. may be submitted to supplement formally signed off and approved documents.
- 9.8 Skills development providers and assessment centres are encouraged to have formal agreements in a form of a Memorandum of Understanding (MoU), Service Level Agreement (SLA) or related legal agreement with employers or other entities to share each other's facilities, as well as high-cost equipment to meet the minimum accreditation requirements.

- 9.8.1 It must be practical for such facilities and equipment to be available for learners as and when required.
- 9.8.2 The quality standard demonstrated during accreditation or approval must be maintained throughout the period of accreditation or WPBL approval.
- 9.8.3 Proof of such agreements fully signed by both parties shall be provided as evidence before accrediting the applicant or approving for WPBL.
- 9.9 Applicants must provide proof of Financial Stability in a form of bank balances, financial statements or any relevant document that can prove that the learners will not be left stranded before they complete both the theory and application components of the qualification or programme.
- 9.10 Accredited skills development providers, assessment centres or trade test centres must ensure that all learners enrolled or conducting any practical or physical activity within their ambit are properly covered medically, for in case of any incident or accident during their training, teaching, or learning. All Health and Safety regulations must be adhered to.

10 IMPLEMENTATION

- 10.1 All accreditation application for qualifications in the QQSF must be submitted online at the QCTO website www.qcto.org.za.
- 10.2 The accreditation application shall be accompanied by the following minimum required documents, and they must be certified (not older than six months) and valid at the time of accreditation application:
- 10.2.1 CIPC Registration Documents (Not applicable for Government entities, TVET, CET) in line with section 9.1.1;
 - 10.2.2 Tax Compliance Status (TCS) (Not applicable for Government entities, TVET, CET) in line with section 9.1.2;
 - 10.2.3 Facilitators / Assessors CVs, ID copies and Qualifications (for each qualification) in line with section 9.1.3;
 - 10.2.4 Proof of Address/ Lease Agreement / Proof of building ownership in line with section 9.1.7;
 - 10.2.5 Occupational Health and Safety Audit Report in line with section 9.1.7;
 - 10.2.6 Proof of Financial Stability (Not applicable for Government entities, TVET, CET);
 - 10.2.7 Registration requirements by statutory professional bodies where applicable;
 - 10.2.8 Proof of Payment where applicable;
 - 10.2.9 MoUs / SLAs for work experience, shared high-cost equipment and resources in line with section 9.1.6, 9.4 and 9.5; and
 - 10.2.10 Proof of Learner Support Material (Learning Material Matrix) as shown in Append D.
- 10.3 The applicant will be furnished with accreditation checklists and other guidelines as well as dates for physical or virtual accreditation site audit by the QCTO or any of its quality partners.
- 10.4 The applicant must:
- 10.4.1 Formally accept the date for an accreditation audit. Applicants must be fully prepared for the audit, with all required evidence, documents, tools, human resources and infrastructure listed in the checklist readily available.
 - 10.4.2 Indicate all the necessary sites that need to be audited in advance, as well as sites where the applicant has MoU with, should the applicant elect to invoke clause 9.8.
 - 10.4.3 Have a reliable network and enough data for a virtual site visit which can take the entire day. Virtual site visit requires the applicant to move around their premises showing all the requested information and the network must be reliable and stable throughout their premises.
 - 10.4.4 Lack of preparation may result in the application being declined where the applicant will be required to re-apply.

- 10.4.5 All accreditation cancellation must be requested in writing from the QCTO or its Quality Partners within seven (7) working days before the scheduled site visit, of which failure to do so may result in all associated cost being recovered from the applicant before any further application may be processed by the QCTO or its Quality Partners.
- 10.5 The accreditation site audit may be done physically or virtually, and all virtual site visits shall be recorded and will be conducted on a platform preferred by the QCTO or its Quality Partners for administration and audit purposes.
- 10.6 Virtual site visits shall be in line with the qualification or skills programme requirements, as it may not be feasible to conduct an effective virtual site audit for other occupations like technical occupations and trades.
- 10.7 Virtual site audit will be conducted with the aim of capturing as much evidence as possible starting from the street where the prospective SDP, AC/TTC is located to the surrounding environment as well as all applicable tools and infrastructure.
- 10.8 All accreditation audits (physical or virtual) shall be conducted by a minimum of two personnel from the QCTO or its Quality Partners.
- 10.9 The outcome of the accreditation audit shall be recommended to the QCTO accreditation committee for consideration and approval.
- 10.10 Evidence of physical or virtual site visits may be requested from the Quality Partner as a quality assurance measure.
- 10.11 A formal accreditation letter will be issued by the QCTO for all applicants that meet the minimum accreditation requirements. The accreditation letter will indicate the status of the qualification the provider is accredited for.
- 10.12 Provider with declined accreditations may remedy all the outstanding requirements within 10 working days and request the QCTO or its Quality Partner that conducted the initial audit to reconsider their application. Unsuccessful or incomplete remedial actions will result in the applicant having to re-apply.
- 10.13 The QCTO may sample accreditation audits and send its official to verify the conducted audits.
- 10.14 Evidence of any corruption, fraud, forgery, extortion, bribery and uttering of forged documents may result in formal persecution in accordance with the South African legal system. The applying entity, its directors and individuals involved may be litigated or blacklisted from conducting business with the QCTO or operating within the OQSF for a period determined by the QCTO.

11 QUALITY ASSURANCE

- 11.1 The QCTO or its Quality Partners will conduct announced and unannounced quality assurance visit to determine if the accredited entity still meets the minimum accreditation requirements.
- 11.2 Failure to maintain the initial minimum accreditation requirements may result in suspended or revoked accreditation status.

- 11.3 The QCTO or its Quality Partners may from time to time invite all accredited SDP or AC/TTC to attend compulsory training sessions, induction, or capacitation workshops, that may include knowledge review after the session. These sessions may also be prescribed to all prospective SDP or AC/TTC as pre-requisite before the accreditation letter is issued.

12 LETTER OF INTENT

- 12.1 The Letter of Intent (LOI) process is an interim process for accreditation application for historically registered qualifications listed in subclasses 6.2.1 to 6.2.5.
- 12.2 The LOI process is valid until the 30th of June 2023, as all historically registered qualifications in 6.2.1 to 6.2.5 will be realigned to either an occupational qualification, occupational part qualification, or occupational skills programme.
- 12.3 The objective of the LOI is for the QCTO to manage the accreditation and phasing out of historically registered qualification by different SETAs.
- 12.4 Entities that wish to be accredited for historical qualifications must apply for the LOI at QCTO via the QCTO website www.qcto.org.za.
- 12.5 The QCTO will email the LOI to the applicant who will then take that LOI to different SETA for application to be accredited for a historically registered qualification.
- 12.6 The SETA will conduct site visits and send a recommendation for accreditation to the QCTO with a recommended accreditation end date before the 30th of June 2023.
- 12.7 The QCTO will then issue a formal accreditation letter with a unique accreditation number in accordance with the transitional arrangements in section **Error! Reference source not found.** below.

13 COMPLAINTS AND APPEALS

- 13.1 The accreditation requirements are based on the principle of required minimum requirements for the SDP or AC/TTC, to be able to successfully offer or assess QOSF qualifications or programmes while complying with the minimum required legal prescripts.
- 13.2 This principle of minimum requirements does not support the appeal process, as prospective providers are required to meet the minimum requirements and improve to meet other additional requirements in time. Should the applicant feel that they need to appeal the outcome, an appeal can be sent to Accreditation@qcto.org.za, and will be evaluated using the same minimum requirements criteria which will likely result in the same outcome.
- 13.3 Complaints and queries can be lodged via the QCTO website at www.qcto.org.za.
- 13.4 Corruption, fraud, forgery, extortion, bribery and uttering of forged documents are criminal offences as per the Prevention and Combating of Corrupt Activities Act, 2004 (Act 12 of 2004), and may result in formal persecution in accordance with the South African legal system.
- 13.5 The QCTO has a Fraud prevention and a Whistle Blowing Policy that can be accessed from the QCTO website. Tipoffs can be sent to qcto@tip-offs.com

14 NON-COMPLIANCE WITH POLICY

- 14.1 Non-compliance with the provisions of this policy may result in suspension or revocation of the accreditation status.

15 IMPLEMENTATION AND TRANSITIONAL ARRANGEMENTS

- 15.1 This policy comes into effect from on the 1st December 2021.
- 15.2 The following transitional arrangements are provided for:
- 15.2.1 The LOI process is valid until the 30th of June 2023, as all historically registered qualifications will be realigned to either an occupational qualification, occupational part qualification, or occupational skills programme.
- 15.2.2 Providers are requested to contact the applicable SETA, should they want a qualification or programme to be re- registered, re aligned to occupational qualification or programme, or developed. Preference will be given to qualifications in high demand as well as green skills.
- 15.2.3 All accreditation Letters for any qualification in the OQSF issued from 1 June 2022 shall be bearing the QCTO logo as per specimen shown in Annex A and B. Accreditation Letters issued prior to this date by any SETA will remain valid until their expiry date.

16 POLICY REVIEW

This Policy will be reviewed at least every two years.

17 ANNEXURE A: SDP ACCREDITATION LETTER SPECIMEN



www.qcto.org.za

256 Glyn Street, Hatfield, Pretoria, 0083
Private Bag X278, Pretoria, 0001
+27 12 003 1800
Enquiries: Accreditation-QD@qcto.org.za
Tel: 012 003 1843 / 5626 / 0103

Annexure A:

Accreditation Number: XX-QCTO/SDPXXXXXX-XXX

Trading Name of SDP is hereby Accredited to offer the following qualifications / Programmes at the accreditation address given below:

Qualification / Programme Title	NQF Level	ID or OFO Code	Minimum Credits
Occupational Certificate: Cook	NQF Level 04	102296	184
Guillotine Operator	NQF Level 04	662306	N/A

Accredited Address:

Legal Name of SDP
CIPC Registration Number of SDP
Accredited Street Address of SDP
City
Province
Postal Code

An application to effect any change of address or location that warrants movement of the current domicile to another should be forwarded to the QCTO before moving. Training learners after re-locating to new premises without the revised accreditation letter is against QCTO policy, and learner training and results will not be considered for the qualification in such a case.

Your institution should submit learner information data quarterly to the QCTO in accordance with the load specifications as provided by the QCTO. Ensure you reference the accreditation number when submitting your electronic data files to the QCTO during your data load cycles.

QCTO quality Assurance department will from time to time send forms and documents that need to be filled and complied to, as per the QCTO policies. Ensure that your institution complies with all requirements.

Quality Assurance representatives from the QCTO, SETA's or QCTO partners may from time to time visit the institution without any prior notice, and conduct quality assurance audits.

Qualification documents and supporting curriculum documents as well as policies can be found at: <https://www.qcto.org.za/> and <https://www.saga.org.za/>.

Period of Accreditation: 5 Years

Accreditation Start Date: 2021-06-01T22:00:00+00:00

Accreditation End Date: 2026-05-31T22:00:00+00:00

Yours sincerely

Name of CEO or Chief Director

CEO or Chief Director

Date: 2021-06-01T22:00:00+00:00

Accreditation Number: XX-QCTO/SDPXXXXXX-XXX

"Whilst all reasonable steps are taken to ensure the accuracy, completeness and integrity of the information contained herein, the Council for Trades and Occupations accepts no liability or responsibility whatsoever if the information is, for whatever reason, incorrect. Nothing will limit any of our liabilities in any way that is not permitted under applicable law, or exclude any of our liabilities that may not be excluded under the applicable law. The Quality Council for Trades and Occupations reserves its right to amend any incorrect information." Accreditation Number: XX-QCTO/SDPXXXXXX-XXX

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18 ANNEXURE B AC/TTC ACCREDITATION LETTER SPECIMEN



www.qcto.org.za

256 Glyn Street, Hatfield, Pretoria, 0083
Private Bag X278, Pretoria, 0001
+27 12 003 1800
Enquiries: Accreditation-DD@qcto.org.za
Tel: 012 003 1843 / 5626 / 0103

Accreditation Number: XX-QCTO/ASCXXXXXXXX-XXXX

Head of Institution
Legal Name of AC/TTC
CIPC Registration Number of AC/TTC
Accredited Street Address of AC/TTC
City
Province
Postal Code

E-mail: AC/TTC@e-mail.org.za; AC/TTC@additional-email.co.za

Dear Mr Names of Contact Person

Accreditation of Legal Name of AC/TTC Trading as Trading Name of AC/TTC as an Assessment Centre (ASC)

The subject above refers:

The Quality Council for Trades and Occupations (QCTO) has set policies to accredit Assessment Centres (ASCs). This is to ensure that education and training in occupations and trades offered in the country is credible and valid. This is in accordance with the Skills Development Act (SDA), (Act No 97 of 1998) Chapter 6C as well as the Continuing Education and Training Act 16 of 2006.

The QCTO, after receiving your application, conducted a site inspection of the above Institution premises, and we here by Accredited Trading Name of AC/TTC to offer the following qualifications/programmes at the above accredited physical address for a period of 5 Years starting from 2021-06-01T22:00:00+00:00 to the 2026-05-31T22:00:00+00:00:

Qualification / Programme Title	NQF Level	ID or OFO Code	Minimum Credits
Occupational Certificate: Cook	NQF Level 04	102296	184
Guillotine Operator	NQF Level 04	662306	N/A

Yours sincerely

Name of CEO or Chief Director
CEO or Chief Director

Date: 2021-06-01T22:00:00+00:00

Accreditation Number: XX-QCTO/ASCXXXXXXXX-XXXX

"Whilst all reasonable steps are taken to ensure the accuracy, completeness and integrity of the information contained herein, the Council for Trades and Occupations accepts no liability or responsibility whatsoever if the information is, for whatever reason, incorrect. Nothing will limit any of our liabilities in any way that is not permitted under applicable law, or exclude any of our liabilities that may not be excluded under the applicable law. The Quality Council for Trades and Occupations reserves its right to amend any incorrect information"

Accreditation Number: XX-QCTO/ASCXXXXXXXX-XXXX

Page 1 of 2

Annexure A:
Accreditation Number: XX-QCTO/ASCXXXXXXXX-XXXX
Trading Name of AC/TTC is hereby Accredited to offer the following qualifications / Programmes at the accreditation address given below:

Qualification / Programme Title	NQF Level	ID or OFO Code	Minimum Credits
Occupational Certificate: Cook	NQF Level 04	102296	184
Guillotine Operator	NQF Level 04	662306	N/A

Accredited Address:

Legal Name of AC/TTC

CIPC Registration Number of AC/TTC

Accredited Street Address of AC/TTC

City

Province

Postal Code

An application to effect any change of address or location that warrants movement of the current domicile to another should be forwarded to the QCTO before moving. Assessing learners after re-locating to new premises without the revised accreditation letter is against QCTO policy, and learner assessment and results will not be considered for the qualification in such a case.

Your institution should submit learner information data quarterly to the QCTO in accordance with the load specifications as provided by the QCTO. Ensure you reference the accreditation number when submitting your electronic data files to the QCTO during your data load cycles.

QCTO quality Assurance department will from time to time send forms and documents that need to be filled and complied to, as per the QCTO policies. Ensure that your institution complies with all requirements.

Quality Assurance representatives from the QCTO, SETA's or QCTO partners may from time to time visit the institution without any prior notice, and conduct quality assurance audits.

Qualification documents and supporting curriculum documents as well as policies can be found at: <https://www.qcto.org.za/> and <https://www.saqa.org.za/>.

Period of Accreditation: 5 Years
Accreditation Start Date: 2021-06-01T22:00:00+00:00
Accreditation End Date: 2026-05-31T22:00:00+00:00

Yours sincerely

Name of CEO or Chief Director
CEO or Chief Director
Date: 2021-06-01T22:00:00+00:00
Accreditation Number: XX-QCTO/ASCXXXXXXXX-XXXX

"Whilst all reasonable steps are taken to ensure the accuracy, completeness and integrity of the information contained herein, the Council for Trades and Occupations accepts no liability or responsibility whatsoever if the information is, for whatever reason, incorrect. Nothing will limit any of our liabilities in any way that is not permitted under applicable law, or exclude any of our liabilities that may not be excluded under the applicable law. The Quality Council for Trades and Occupations reserves its right to amend any incorrect information." **Accreditation Number: XX-QCTO/ASCXXXXXXXX-XXXX**

19 ANNEXURE D EXAMPLE OF LEARNING MATERIAL MATRIX

Name of Institution:				
Qualification/Programme information:	Qualification/Programme Title	SAQA ID	NQF Level	Credits

Although the QCTO is not prescriptive in the form or manner of learning material that will be used to implement the curriculum, it is nevertheless still important to indicate how the content will be covered. Bearing in mind that learning material for this qualification, trade or programme should be aimed at the implementation of all three components that would best benefit the achievement of all competencies, for learners to achieve a Statement of Results.

The three components should not be presented in isolation where applicable, but should rather be integrated, and any exercises or applied practical's should be occupationally directed (work tasks).

Guidelines on the completion of the matrix below:

- The name(s) of the learning material or textbooks to be used should be inserted vertically in the heading blocks:
- Complete the table by indicating on what pages the content will be covered for each item in all modules in the curriculum (extend the table as required to include ALL MODULES)

For example:

<i>Learning Material:</i>	<i>CODE</i>	<i>Text Book: Public Administration, Krantz, AB</i>	<i>Learning Guide</i>	<i>Internet/Media/Use of technology (e.g. YouTube, etc.)</i>		
KNOWLEDGE COMPONENT						
Module 4: Public Service Communication & Administration	334102001-KM-04	Pp 68-94	Pp 59-72			
• Organisational structure and functions of Departments	KM-04-KT01	Pp 68-75	Pp 59-61	Video 3		
• Functions and types of policies	KM-04-KT02	Pp 76 - 94	Pp 62 - 64			
• Policy roles and responsibilities	KM-04-KT03		Pp 65 - 67			
• Monitoring & Evaluating Service Delivery	KM-04-KT04		Pp 68 - 72			