



QCTO Accreditation Policy

June 2022

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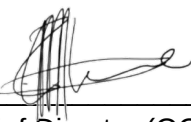
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1 LIST OF ACRONYMS

ACRONYM	DESCRIPTION
AC	Assessment Centre.
CET	Community Education and Training College.
CLC	Community Learning Centres.
CHE	Council on Higher Education.
DHET	Department of Higher Education and Training.
EISA	External Integrated Summative Assessment.
FISA	Final Integrated Supervised Assessment.
HEQSF	Higher Education Qualification Sub Framework.
LENS	Learners with Special Education Needs Schools.
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 to this document, should there be any conflict between terms in this document and the Occupational Qualifications Sub-Framework (OQSF) Policy (2021), 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 an Accredited Provider by a Quality Council to offer or assess qualifications (including occupational qualifications, part qualifications and skills programmes)
Accredited Provider	Means a legally established institution (public or private) that has been recognised, usually for a particular period of time, by a Quality Council (QC) or its appointed, as having the capacity or provisional capacity to offer a qualification or part qualification registered on the NQF at the required Standard (including occupational qualifications, part qualifications and skills programmes).
Act of dishonesty	Any individual or accredited SDP or AC engaging in dishonest/ misconduct acts by flouting the accreditation policy and policy guidelines to meet interests other than those of the QCTO.
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 Body	A department of education or an entity accredited/delegated or Quality Partner 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 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, provided for in the qualification, part-qualification, or skills programme that allows for such type (or variety of modes) of learning.
Certification	The formal recognition of an OQSF qualification, part-qualification or 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	A measure of a volume of learning required for a qualification, part-qualification, or skills programme, quantified as the number of notional hours required for achieving the learning outcomes specified for the qualification, part-qualification, or skills programme. One credit is equated to ten (10) notional hours of learning in accordance with SAQA specifications.
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.
E-Learning	Various forms of electronic learning where technology is used to deliver modules/sections of the qualification, part-qualification, or skills programme, or the entire qualification, part-qualification, or skills programme. Provided the qualification, part-qualification, or skills programme allows for such type (or variety of modes) of learning.
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 (EISA)	The final external integrated evaluation of a learner's occupational competence in the specified registered NQF occupational or part-qualification. A learner gains access to the EISA through meeting the requirement as stipulated in the qualification or part-qualification.
Final Integrated Supervised Assessment (FISA)	Means a supervised final assessment for which assessment processes, tools, and results are recorded towards the achievement of a historically registered qualification or skills programme.
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)	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 qualification, part-qualification, or skills programme. 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.
Notional hours of learning	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 notional hours equate to one credit in accordance with SAQA specifications.
Occupational Qualification	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.
Part-Qualification	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	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 qualification, part-qualification, or skills programme 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, part-qualification, or skills programme development, accreditation, assessment, and certification) to customers.
Quality Council	One of the three Quality Councils tasked with developing and managing one of the Sub-Frameworks of the NQF in order to ensure that agreed quality standards are met, These Quality Councils are Umalusi for the (GENFETQSF); the CHE for the HEQSF and the QCTO for 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.
Skills Programme	Chapter 5 of the SDA, Act 97 of 1998 defines a skills programme as “a skills programme that is occupationally based and when completed will constitute/contribute a credit towards a qualification registered on the NQF.
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.
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	The learning achieved through exposure and interactions gained while in the workplace that a learner has to complete towards a qualification or part – qualification registered on the OQSF, including skills programmes.
Workplace based learning programme	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 amended, as one of the three Quality Councils (QC).
- 3.2 The Skills Development Act (SDA) and the National Qualifications Framework (NQF) Act 67 of 2008, as amended, with specific reference to (Chapter 5 Sections 26 and 27) outline the 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 domains to qualify a skilled and capable workforce that is employable or self-employed.
- 3.5 The QCTO aspires to qualify a skilled and capable workforce by effectively and efficiently managing the Occupational Qualifications Sub-Framework (OQSF) to set standards, develop and quality assure national occupational qualifications, part-qualifications, or skills programmes 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 standards for accreditation of Skills Development Providers (SDP) and Assessment Centres (AC), for all qualifications, part-qualifications, and skills programmes 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 or standard to either offer or assess OQSF qualifications, part-qualifications, and skills programmes.
- 4.3 Accredited Skills Development Providers and Assessment Centres need to consistently maintain the minimum accreditation requirements for each accredited qualifications, part-qualifications, or skills programmes, throughout their accreditation period to ensure that their accreditation remains valid.
- 4.4 Non adherence to the minimum accreditation requirements or standards may result in the entity's accreditation status being revoked by the QCTO.

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, as amended.
 - 5.1.2 Skills Development Act (SDA), (Act 97 of 1998), as amended.
 - 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.
 - 5.1.6 Ministerial Determination of the Sub frameworks that comprises the National Qualification Framework, Determination No 1391 dated 24 December 2020 published under Gazette 44031.
- 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 accredited Trade Test Centres;
- 6.1.3 Sectoral Education and Training Authorities (SETA);
- 6.1.4 Quality Partners (QP) e.g., Assessment Quality Partners (AQP); and
- 6.1.5 Any entity that is formally participating within the OQSF.

6.2 This policy covers accreditations for the following qualifications, part-qualifications, and skills programmes 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 Skills Programmes is for both the SDP and the AC, as there are no dedicated assessment centres or trade test centres for skills programmes.

6.5 SDPs already accredited for an occupational qualification or part qualification linked to a specific skills programme, may apply to be accredited for any skills programme. If the skills programme applied for is linked to an occupational qualification or part qualification for which the SDP is accredited, the QCTO may issue the accreditation extension without conducting a site visit, provided the SDP maintained its accreditation status.

7 POLICY STATEMENT

- 7.1 Any entity that wishes to offer any qualification, part qualification or skills programme within the OQSF must be formally accredited by the QCTO, before commencing with any activity relating to offering, provisioning and or assessment of any OQSF registered qualifications, part-qualifications, or skills 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 Annexure A and B. Accreditation Letters issued prior to this date by any SETA will remain valid until their expiry date.
- 7.3 The QCTO may 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 may include but are not limited to Sector Education and Training Authorities (SETA), the National Artisan Moderation Body (NAMB), and Government Departments as well as professional bodies amongst others.
- 7.4 The QCTO deals directly with the applicant and does not promote the use of intermediary institutions or individuals/ agents.
- 7.5 The accreditation application shall be accompanied by an administration cost associated with the qualification, part-qualification, or skills programme applied for as determined and published by the QCTO from time to time.
- 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 A SAQA recognized professional body may neither be accredited as an education and training provider by the QCTO, nor be registered as an education and training provider with the Department of Higher Education and Training in accordance with SAQA Policies.
- 7.8 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.
- 7.9 The QCTO and its Quality Partners reserves the right to reject accreditation application, should there be proliferation of accredited providers or assessment centres for qualifications, part-qualifications, or skills programmes, or if there are too many applications to deliver or assess qualifications within the same area.
- 7.10 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.
- 7.11 The QCTO will publish on a quarterly basis, a list of accredited skills development providers and assessment centres including trade test centres, on its website www.qcto.org.za.

8 ACCREDITATION PROCESS SUMMARY

- 8.1 Accreditation starts with the provider selecting the qualifications, part-qualifications, or skills programmes 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, part-qualification, or skills programme 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 pre 2009 qualifications and unit standards, the Letter of Intent (LOI) process must be followed according to section 13 as these qualifications and unit standards will reach their registration end date on or before June 2023 in accordance with the Ministerial Determination No 1391 dated 24 December 2020 published under Gazette 44031.
- 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 shall supply all the necessary documents within 21 working days after submission of the application, of which failure to do so will result in the application being rejected.
- 8.3.2 The QCTO's objective is to process the accreditation application within 90 days after receipt of all the required valid supporting documents in line with the QCTO Annual Performance Plan (APP).
- 8.3.3 The QCTO or any of its quality partners may arrange a physical and/or virtual site visit with the applicant. Only after an accreditation outcome has been reached, will the QCTO issue an accreditation letter (and or Accreditation Certificate) 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 may include announced and unannounced site visits by the QCTO or any of its quality partners to ensure that the accredited SDP or AC maintains the minimum accreditation requirements.
- 8.3.6 Failure to maintain the minimum accreditation requirements during the accreditation period may results in revocation of the accreditation status.

- 8.3.7 Once the accreditation status is revoked, the accredited entity is legally bound to ensure that all enrolled learners continue with their training and learning at other QCTO accredited SDP's and ACs.
- 8.3.8 The SDP or AC, which the accreditation status 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 at other QCTO accredited SDP's and ACs.

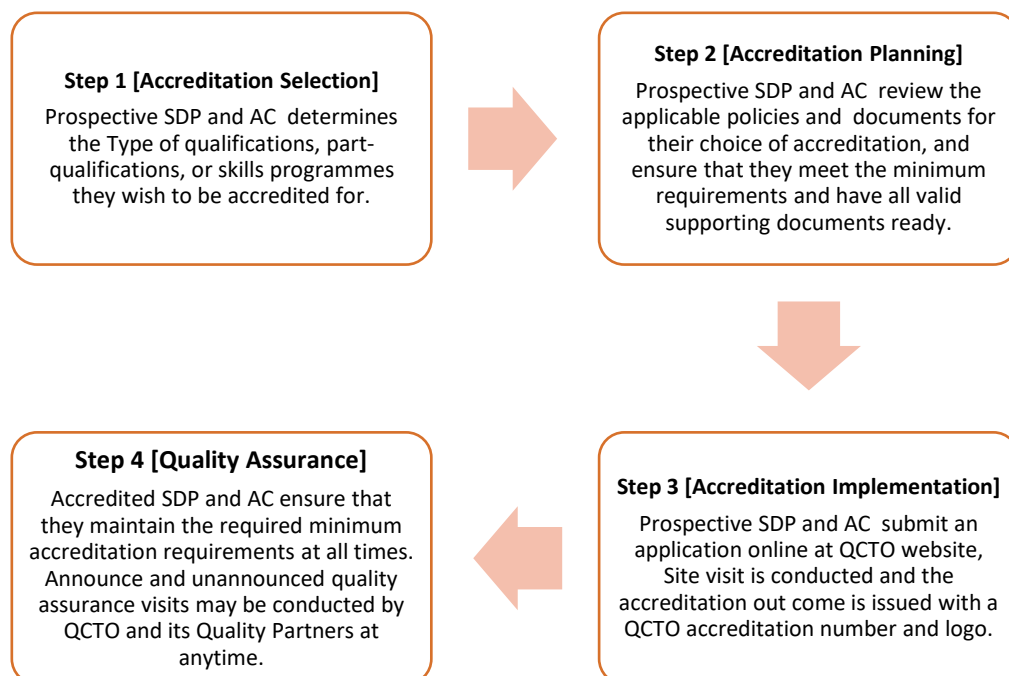


Figure 1: Summary of the accreditation process

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, Technical Vocational Education and Training (TVET), Community Education and Training (CET) colleges, Community Learning Centres (CLC), and public Learners with Special Education Needs (LSEN) Schools 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, Technical Vocational Education and Training (TVET), Community Education and Training (CET) colleges, Community Learning Centres (CLC), and public Learners with Special Education Needs (LSEN) Schools are exempted from the above tax compliance requirement.

- 9.1.3 Proof of capability to offer and or assess each qualification, part-qualification, or skills programme applied for. This requirement is associated with the minimum qualifications and experience of the facilitators and assessors for the qualification, part-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 (not older than 6 months at the date of application). Foreign qualifications must be accompanied by relevant supporting evaluations from the SAQA.
- 9.1.4 Details of foreign personnel must be accompanied by their valid certified copies of their work permits (not older than 6 months at the date of application) 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, part-qualification, or skills programme. The general rule of thumb is that facilitators or assessors must at least hold a similar qualification or higher qualification than the qualification, part-qualification, or skills programme they intend to facilitate or assess. The similar qualification or higher must be at the same field of study as the qualification, part-qualification, or skills programme applied for.
- 9.1.6 Proof of capacity to offer or assess each qualification, part-qualification, or skills programme applied for. This requirement is associated with the minimum infrastructure requirements as well as legal and supporting systems for the learners.
- 9.1.7 The physical address where the learners will be facilitated, trained and assessed must comply with the Occupational Health and Safety Act (OHS) Act No. 85 of 1993 requirements where applicable. Occupational Health and Safety Act (OHS) Act No. 85 of 1993 requirements are not applicable for cases where learners will be facilitated, trained and assessed virtually, provided the qualification, part-qualification, or skills programme allows for such type of learning.
- 9.1.7.1 Proof of OHS requirements shall be a valid OHS audit conducted by an authorised person for the duration of the accreditation.
- 9.1.7.2 The QCTO issues accreditation for a specific physical address, and hence multiple applications must be submitted, should accreditation be required for different physical addresses or mobile training or learning sites.
- 9.1.7.3 Change of physical address requires re-accreditation as it is vital to ensure that the new site meets the minimum requirements, and the new accreditation Letter must be issued against the new site visit. The SDP and AC/TTC shall apply for approval from the QCTO before moving the physical address to ensure compliance with this policy.

- 9.1.7.4 All accreditation applications for any qualification, part-qualification, or skills 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, part-qualification, or skills programme can be offered virtually or using mobile training or learning sites. The physical address is normally where the SDP or AC/TTC is based. For SDP or AC that uses virtual or mobile training or learning sites, physical address must be in accordance with the Companies and Intellectual Property Commission (CIPC) requirements. Physical address is a mandatory requirement even if the qualification, part-qualification, or skills 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 fulfil this requirement.
- 9.2 Qualification documents can be downloaded from both SAQA and QCTO websites. Associated curriculum documents can be downloaded from the QCTO website.
- 9.3 Applicants are required to provide proof of their understanding of the occupational qualification, part-qualification, or skills 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 among others. 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 learning materials etc.).
- 9.4 Statement of delivery and quality assurance strategy linked to each module in the curriculum document must be submitted outlining the following:
- 9.4.1 Strategy to enrol the learners;
- 9.4.2 Strategy to offer the Knowledge component;
- 9.4.3 Strategy to offer the Practical component;
- 9.4.4 Virtual, mobile or blended training and learning strategy where applicable;
- 9.4.5 Strategy to offer the Work Place Based Learning Component where applicable;
- 9.4.6 Applicable FISA or EISA Strategy;
- 9.4.7 Strategy to support, mentor and coach the learners through their training and learning journey and when rotating them between different venues; and
- 9.4.8 Strategy to implement quality assurance;
- 9.4.9 The above strategy must be fully signed by the accounting officer and must detail how and where the provider will train the learners, so that the site visit verification can be accommodated accordingly.

- 9.5 Workplace Based Learning (WPBL) approval has been delegated by the QCTO to the Sectoral Education and Training Authorities (SETA). Respective SETAs are responsible for developing and administering the WPBL process.
- 9.6 For qualification, part-qualification, or skills programme that requires Work Place Based Learning Programme (WPBLP), skills development providers are responsible to ensure that learners have approved workplace-based learning venues.
- 9.7 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, part-qualification, or skills programme document, the curriculum where applicable.
- 9.7.3 Simulated workplace-based learning may be applied as a secondary mode of work place based learning to supplement and reduce the work place based learning duration for a qualification and part-qualification in accordance with the requirements of the curriculum.
- 9.7.4 For skills programmes, simulated workplace based learning may be employed as a primary mode of work place based learning.
- 9.7.5 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.
- 9.7.5.1 An example of simulating work environment physically, is when some of the 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).
- 9.7.5.2 An example of simulating work environment virtually, is when some of the 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).

- 9.7.6 SDPs are responsible to ensure that all workplace-based learning, work experience learning, simulation or practical experience for each learner enrolled to respective qualification, part-qualification, or skills programme are recorded against the modules or topics, and formally signed off by the undertaking entity or employers. The skills development provider must sign off this evidence and make it available on request by the QCTO.
- 9.7.7 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, part-qualification, or skills programme. Additional media recording in a form of videos, pictures amongst others 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, management accounts 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, part-qualification, or skills 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 activities within their ambit have the minimum required medical, 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 applicable documents 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, part-qualification, or skills programme.) 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 where applicable;
 - 10.2.5 Occupational Health and Safety Audit Report in line with section 9.1.7;
 - 10.2.6 Proof of Financial Stability in line with section 9.9;
 - 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; 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 the accreditation checklist 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 and 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, part-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 recommended 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 shall be issued by the QCTO for all applicants that meet the minimum accreditation requirements. The accreditation letter will indicate the status of the qualification, part-qualification, or skills programme the provider is accredited for.
- 10.12 Provider with declined accreditations may remedy all the outstanding requirements within Ten (10) working days from the day the decline was issued, and request the QCTO or its Quality Partner that conducted the initial audit to re consider their application. Unsuccessful or incomplete remedial actions will result in the application being declined.
- 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 may conduct announced and unannounced quality assurance visit to determine if the accredited SDP or AC still meets the minimum accreditation requirements.
- 11.2 Failure to maintain the initial minimum accreditation requirements may result in a 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, which may include knowledge review after the session. These sessions may also be prescribed to all prospective SDP or AC/TTC as a pre-requisite before the accreditation letter is issued.

12 MODES OF DELIVERY

- 12.1 The advent of educational technologies has brought about profound changes in how education is delivered. One of the advantages of using technology is that it has great opportunity to expand access, it reduces cost, it increases efficiency, it increases openness and flexibility thereby making it possible to attract and retain a broader range of learners.
- 12.2 The QCTO is cognizant of the above, hence SDPs are accredited to deliver qualification, part-qualification, or skills programme either via face-to-face contact mode, online delivery, and mobile training units or via a blended mode of delivery provided the qualification, part-qualification, or skills programme allows for such type of learning.
- 12.3 The QCTO eLearning Policy and Guidelines gives additional specific delivery requirements for the different modes of delivery stipulated above.
- 12.4 The QCTO also acknowledges the trend of mobility of training or provisioning (for example mobile training units). Should an accredited SDP wish to provide training at another venue, e.g. different workplace, the SDP must inform the QCTO thereof in writing at least 1 month prior to such event taking place and furnish the QCTO with the following information:
 - 12.4.1 SDP or AC name and address;
 - 12.4.2 Copy of the Accreditation Letter for the qualification, part-qualification, or skills programme to be trained;
 - 12.4.3 Name and address of the new venue;
 - 12.4.4 Contact person at the new venue;
 - 12.4.5 Expected training period and expected start date;
 - 12.4.6 Valid OHS Report of the new venue; and
 - 12.4.7 Total number of learners to be trained.
- 12.5 Training at the new venue shall only commence after a written permission by the QCTO.
- 12.6 Should this process not be followed, the accredited SDP may be de-accredited with immediate effect.

13 LETTER OF INTENT

- 13.1 The Letter of Intent (LOI) process is an interim process for pre 2009 qualifications and unit standards as they are reaching their registration end date on or before June 2023 in accordance with the Ministerial Determination No 1391 dated 24 December 2020 published under Gazette 44031.
- 13.2 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.
- 13.3 The objective of the LOI is for the QCTO to manage the accreditation and phasing out of pre 2009 qualifications and unit standards by different SETAs.
- 13.4 Entities that wish to be accredited for pre 2009 qualifications and unit standards must apply for the LOI at the QCTO website
- 13.5 The QCTO will email the LOI to the applicant who will then take that LOI to the respective SETA listed in the LOI, for application to be accredited for a pre-2009 qualifications or unit standard.
- 13.6 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.
- 13.7 The QCTO will then issue a formal accreditation letter with an accreditation end date on or before 30th of June 2023, with a unique accreditation number and a QCTO logo.
- 13.8 Special accreditation letters for a teach out period of pre 2009 qualifications and unit standards will be issued by the QCTO on request as from the 30th April 2023.

14 COMPLAINTS AND APPEALS

- 14.1 The accreditation requirements are based on the principle of compulsory minimum requirements for the SDP or AC/TTC, to be able to successfully offer or assess OQSF qualification, part-qualification, or skills programme while complying with the minimum required legal prescripts.
- 14.2 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.
- 14.3 Complaints and queries can be lodged via the QCTO website at www.qcto.org.za.
- 14.4 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.
- 14.5 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@thehotline.co.za.

15 NON-COMPLIANCE WITH POLICY

- 15.1 It is a serious offence to submit any misrepresented or fraudulent documents. Any misrepresentation of documents submitted to the QCTO will result in the accreditation application being declined or withdrawn.
- 15.2 QCTO reserves the right to withdraw the accreditation of Skills Development Providers or Assessment Centres or terminate Service Level Agreements with Quality Partners that fail to comply with its accreditation, monitoring and quality assurance requirements. Such decisions may be appealed through a formal appeals process established and overseen by the Appeals Committee of the QCTO.

16 IMPLEMENTATION AND TRANSITIONAL ARRANGEMENTS

- 16.1 This policy comes into effect from the 1st July 2022.
- 16.2 The following transitional arrangements are provided for:
- 16.2.1 The LOI process is valid until the 30th of June 2023, as all pre 2009 qualifications and unit standards will be realigned to either an occupational qualification, occupational part qualification, or occupational skills programme.
- 16.2.2 Providers are requested to contact the applicable SETA, should they want a pre-2009 qualifications, unit standards or skills programme to be re- registered, re-aligned to occupational qualification, part-qualification, or skills programme, or developed. Preference will be given to qualifications in high demand as well as qualifications listed in the Economic Reconstruction and Recovery Skills Strategy (ERRSS) and green skills.
- 16.2.3 All accreditation Letters for any qualification in the OQSF issued from 1 June 2022 shall be bearing the QCTO logo as per the specimen shown in Annexure A and B. Accreditation Letters issued prior to this date by any SETA will remain valid until their expiry date.

17 POLICY REVIEW

This Policy shall be reviewed at least every two years or earlier.

18 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-DD@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.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/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 whatsoever 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**

19 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 whatsoever 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 whatsoever 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**

20 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:

Learning Material:		Text Book: Public Administration, Krantz, AB	Learning Guide	Internet/Media/Use of technology (e.g. You Tube, etc.)		
	CODE					
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			