GUIDELINES FOR THE SUBMISSION OF ACCREDITATION
APPLICATIONS BY TRAINING PROVIDERS

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PREPARE
- Fasset only accredits skills programmes (as indicated on the application form), Debt Recovery and Credit Management qualifications
- The applicant submits a letter of intent to QCTO (as per the QCTO processes)
- For all professional body qualifications, the applicant is required to submit directly to the relevant professional body
- The applicant must ensure they review accreditation guidelines of what is required for submission

SUBMIT
- Submit the application form with all annexures as guided by the Accreditation guidelines

CONFIRM
- Fasset will acknowledge the receipt of the application within 10 working days
- Evaluation of the file takes between 1 and 8 weeks
- If the evaluation of the file is approved, an accreditation visit will the set by Fasset in agreement with the applica
- Once the accreditation visit is satisfactory, as per the file submission, an approval will be granted

INTRODUCTION

The *Guidelines for the Submission of the Accreditation Applications by Training Providers* have been developed to

- assist providers in completing the application form
- to provide additional information in terms of the accreditation process, and
- to explain relevant terminology that may require clarification by providers.

WHO IS A PROVIDER?

A provider is a body which delivers and assesses learning programmes which culminate in specified National Qualifications Framework (NQF) standards or qualifications.

Education and training provision can take a variety of forms including contact, distance, mixed-mode, selfdirected and on-the-job and can take place through a variety of mediums including "chalk-and-talk", "sit-by-Nellie", through to multimedia and hypertext.

BEFORE EMBARKING ON THE PREPARATION OF AN ACCREDITATION APPLICATION PLEASE CHECK THE FOLLOWING:

1) Are you already accredited by another QCTO Quality Assurance Partner or Quality Council?
A training provider may only be accredited by one Quality Assurance Partner or Quality Council. If you are already accredited, but want to offer qualifications or skills programmes that fall within Fasset's scope, please refer to the document entitled *Application for the Extension of Scope.*

2) If you are already accredited by Fasset but wish to offer more qualifications or skills programmes than those that you are accredited for, please refer to the document entitled *Application for the Extension of Scope.*

3) Ensure that the qualifications and/or skills programmes that you intend to offer indeed fall within Fasset's scope. Refer to Annexure C of this guideline document for a list of qualifications and skills programmes that fall within Fasset's scope. If the qualifications and/or skills programmes do not occur on the list, please refer to SAQA's website. The searchable NLRD database provides information about the QAP's responsible for each qualification and unit standard registered on the National Qualifications Framework. Contact the relevant QAP and do not proceed with an accreditation application to Fasset.

Please note that it is a requirement of the accreditation process that the provider shall be willing to subject itself to quality audits and monitoring visits by Fasset.

This guideline document follows the same structure as the accreditation application form.

SECTION A

ORGANISATION INFORMATION

Disclaimer

Please ensure you have read and understood the disclaimer before signing. Applications without a signed disclaimer will be rejected.

A.1 Protection of Personal Information (PoPI)

The Protection of Personal Information Act (POPI) aims to give effect to the constitutional right to privacy by balancing the right to privacy against that of access to information. This consent form sets out how personal information will be collected, used and protected by Fasset, as required by POPI. The use of the words "the individual" for the purposes of this document shall be a reference to any individual communicating with Fasset and/or concluding any agreement, registration or application, with the inclusion of each individual referred to or included in terms of such agreement, registration or application.

The personal information relates to that of the training provider as an entity, as well as any individuals' personal information presented as part of the application. This includes facilitators, assessors, moderators, owners, and any other staff relevant to the requirements of accreditation. <u>This section must be signed by a duly authorised training provider representative.</u>

A.2 Organisation information

The form is self explanatory. Please ensure that you provide all details and that they are current and correct.

A.3 Contact details

FassetQA will, in the processing of this accreditation application and in future for follow-up and auditing purposes, contact your organisation. Please provide the contact details of the person(s) directly responsible for your accreditation application.

A.4 Registration as a legal entity

Please provide the required information and documentary proof of your registration. The document that needs to be attached depends on the nature of your organisation. The following documents are required:

- Letter of authority (trust)
- CK1 or CK2 (for a Closed Corporation)
- Certificate of confirmation (for a company

A.5 SARS Registration and income tax

A valid tax clearance certificate is required for accreditation. Such a certificate can be obtained from your SARS office.

A.6 Registration with the Department of Higher Education and Training

Providers offering occupational qualifications are currently not required to register with the Department of Higher Education and Training, but this may be amended in future.

A.7 Other professional registrations

Providers that apply for accreditation and who are, due to the nature of their other activities, obliged to register with professional councils or bodies, have to provide proof of such registration. For example, if the training department of a debt collection agency applies for accreditation, it has to provide proof of its registration with the Council for Debt Collectors.

A.8 E1 Vision, mission and primary focus

The vision and mission of your organisation should indicate that your organisation is committed to the achievement of the objectives of the NQF, which are to:

- Create an integrated national framework for learning achievements;

- Facilitate access to, and mobility and progression within, education, training and career paths;

- Enhance the quality of education and training;

- Accelerate the redress of past unfair discrimination in education, training and employment opportunities; and thereby

- Contribute to the full personal development of each learner and the social and economic development of the nation at large.

Make use of the organisation's vision and mission statement, but align it to cover training programme provision.

Vision

Vision refers to "management's" views about what activities the organisation intends to pursue and the LONG TERM course it charts for the future. It provides a BIG PICTURE perspective of "who we are; what we do; and where we are headed." It gives your organisation its own special identity, business emphasis, and path for development. It refers to aspects such as the business environment in which you operate, your target market, how and with what to reach the target market, etc. Remember to explain your vision in terms of education and training provision.

Mission

A mission statement refers to management's customised answer to the question "what is our business and what are we trying to accomplish on behalf of our customers?" A mission statement broadly outlines the organisation's activities and business make-up. The vision and mission is very closely related, and in some businesses could be the same. Remember to explain your mission in terms of education and training provision.

Primary Focus

The skills development landscape in South Africa has been specifically demarcated in a number of different industry sectors, to ensure the centralised management of each unique sector. The Quality Council for Trades and Occupations (QCTO) has been constituted by law as the Quality Council responsible for quality delivery and assessment of occupational qualifcations, and has in turn delegated certain quality assurance functions to various Quality Assurance Partners (QAP) for qualifications and part qualifications relevant to such body. Each QAP has a specific focus and is tasked with the accreditation of training providers who share the same focus.

The primary focus of Fasset QA is:

- Management consulting
- Financial service
- Financial markets (Stock brokers and Securities)
- Accountancy
- Auditing (internal and external)
- Taxation
- Financial planning
- Debt collecting

A.9 Current provider accreditation status

As indicated in the introduction to these guidelines, regulations stipulate that a training provider may only be accredited by one QAP. Thus, if you are already accredited with another QAP but want to offer qualifications that fall within FassetQA's scope, please apply only for extension of scope. If you have not been accredited before, you need to include in your application an undertaking that you will not seek accreditation from another QAP.

A.10 Organisation structure

It is important for the QAP to understand your organisation structure and to gauge your organisational capacity to deliver the education and training for which you seek accreditation. You are therefore required to include an organogram/organisational flowchart. This organogram should specifically indicate the names, roles and responsibilities, as applicable to the type of application:

- Ownership
- General management
- Trainers/facilitators
- Assessors/moderators
- Mentors
- Administration
- Financial management
- Maintenance
- Individual(s) ultimately responsible for quality assurance.

In the organogram indicate the number of people employed, their names and job titles. If you outsource any functions give a clear description of the contractual arrangements and the parties involved in such arrangements. Attach copies of signed contractual agreements.

SECTION B

HUMAN RESOURCES PRACTICES

It is a requirement for accreditation that training providers should have policies and procedures in place covering the following:

- Recruitment and selection of staff
- The handling of grievances
- The handling of disciplinary actions
- Performance management
- Promotion
- Termination of employees' services.

These should be documented (documentary proof required) and should be communicated to staff members. The provider should also have specific criteria governing decisions around staffing, e.g. what skills and knowledge and experience employees should possess. The provider should furthermore be fair and non-discriminatory in its human resources practices.

The skills development legislation requires in principle that organisations demonstrate their commitment and contribution to skills development in order to share in the benefits of skills development. The Skills Development legislation should also be read in conjunction with the various other pieces of legislation regulating the relationship between employer and employee.

For the purpose of accreditation the submission of a skills development plan (SDP) to the SETA to which you pay your skills development levy (SDL) and the approval of that SDP is considered sufficient proof of your commitment to skills development. A skills development plan is in summary a document which documents the findings of a skills audit in your organisation and that normally includes the following:

- The current human resources in the organisation;
- Their current skills;
- The organisation's future vision in terms of required skills to sustain and grow the organisation; and
- The organisation's plan of action to train and develop its own human resources in terms of those skills required for future development and growth of the organisation.

The format of the SDP differs from Seta to Seta and will be available on the relevant Seta's website.

Organisations that are exempt from the SDL (organisations with a salary bill of less than R500 000 per year) don't have to submit SDPs to their Setas. These organisations are required to submit as part of their accreditation applications a letter from SARS confirming the fact that they are exempt from the SDL as well as plans for the training and development of their staff. These plans can be short descriptions of the training that staff will undergo during the next year.

The emphasis of the training plan of a training provider should be on the development of its academic and support staff in order to ensure the quality of education and training.

A personal file should be kept for each employee where at least the following should be filed and be available for review:

- Letter of appointment
- Job description
- CV
- Performance evaluation forms
- Leave forms
- Other information relevant to the employer: employee relationship.

SECTION C
OCCUPATIONAL HEALTH AND SAFETY

Organisations with more than 20 employees are required to have health and safety representatives (members of staff appointed as such). Organisations with more than two health and safety representatives are required to have a health and safety committee. This committee should be active and should monitor and report on health and safety matters.

Facilities used for training purposes should without exception adhere to Occupational Health and Safety legislation, of which some of the requirements are:

- Emergency plans and procedures (Evacuation plans).
- Floor plan with emergency exits and signage.
- Existence and regular maintenance of fire extinguishers.
- First aid kit and trained personnel on site.

Training providers are also required to include as part of their accreditation application

- Safety audit reports (internal or external).

- Accident reports (where applicable).
- Proof of indemnity insurance.

Where external / conference facilities are utilised, confirmation must be obtained that the supplier will ensure compliance with Occupational Health and Safety requirements, and the provider must have processes in place to verify this.

SECTION D

FINANCIAL SYSTEMS AND RESOURCES

Providers are required to demonstrate that:

- They have the necessary financial resources to sustain the training services throughout the period of accreditation.
- Proper budgetary and financial management processes are in place.
- Financial resources are adequate to conclude all contractual obligations in terms of training and assessment.
- They comply with relevant legislation in terms of the annual financial statements.

Providers must also include in their accreditation applications financial policies and procedures pertaining to:

- The determination of learner fees
- Communication of changes in learners fees to all relevant stakeholders
- Extension of credit (if applicable)
- Collection of learner fees

All policies must have an expiry date and a mechanism for revision.

SECTION E

EDUCATION AND TRAINING CAPACITY

E.1   Administrative capacity

Providers are required to demonstrate that they have the administrative and recordkeeping procedures, infrastructure and personnel to ensure a high quality learning environment. Learner application and registration procedures are particularly important and include aspects such as:

- Marketing and communication
- Application and registration procedures
- Learner administration policy and/or procedures
- Learner administration system

- Reporting procedures – learner achievements

In your accreditation application describe the procedures and systems that you have in place and attach documentary proof as far as possible.

The keeping of detailed learner records and submitting it to the QAP is a statutory requirement of all accredited providers. Individual learner records must include (at a minimum):

- Full names
- ID number
- Gender
- Population group
- Socio-economic status
- Nationality/Residency Status
- Home language
- Disabilities
- Geographical area
- Contact details
- Special learning needs
- Formative assessment results
- Summative assessment results
- Assessor details
- Moderator details

Providers are also required to submit learner records to Fasset shortly after learners have successfully achieved the skills programmes or qualifications for which they had enrolled. Fasset will complete a process of verification of the results and issue the necessary certificates. Learner achievement information will then be submitted to the National Learners' Records Database (NLRD) which is maintained by SAQA. The NLRD is a national register of all the qualifications and unit standards attained by all learners in South Africa.

Providers can ask Fasset directly for assistance with the submission of their learner data.

E.2 Learner support

Learner support includes

- Learner induction
- Learner code of conduct and discipline

- Learner grievances
- Other learner support programmes

Providers are expected to provide documentary proof that the above mentioned learner support mechanisms are in place and that all relevant information is clearly communicated to learners, for example learners must be informed of disciplinary and grievance procedures. They must also be fully aware of all assessment criteria, procedures and the appeals processes (in respect of assessments) available to them.

E.3 Provider's own educational infrastructure and physical resources

The outcome and assessment criteria of Skills Programmes and / or Qualifications sometimes point to the use of specific equipment and as such providers are required to make the relevant physical resources available to learners. The number and location of physical resources such as training venues, laboratories, workshops, libraries, offices and equipment should be recorded. Learners should have access to these facilities and must have the necessary skills to effectively utilise these resources, for example if learners must use an electronic library they must be equipped with basic computer skills and the specific skills necessary to access the library system.

E.4 External education and training infrastructure

Some providers may use training facilities other than their own, for example conference facilities or the training facilities of employers. These training providers are responsible to ensure that these facilities are suitable for the courses that they are offering, that all the necessary equipment is available, that the facilities can accommodate the number of learners enrolled and that the facilities are in a good condition. In the accreditation application you must demonstrate that your organisation has mechanisms in place to evaluate training venues before they are used. Such mechanisms may include site visits (checklists may be useful), contractual agreements with the owners of the facilities etc.

E.5 Academic staff

In your accreditation application you are required to complete a short table of your academic staff. In Annexure E5 of your application for accreditation you are required to provide short CVs of your academic staff. You must include copies of signed contracts with all academic staff not permanently appointed.

E.6 Formal education and training delivery

In the accreditation application you are required to provide an overview of the formal (institutional) learning procedures used by your organisation (e.g. formal classroom lectures, distance education methods used).

E.7 Workplace/ off-site learning procedures

Some qualifications and skills programmes include practical skills development and outcomes that can only be achieved in a real work situation. If your organisation intends to offer such qualifications or skills programmes you should demonstrate that you have practical placement opportunities available where learners can gain practical experience. Such practical training may take the form of a learnership in the case of qualifications. In your accreditation application you are required to describe the arrangements that you have in place and to provide proof of agreements with employers.

E.8 Practical skills training procedures (other than workplace based).

In the development of practical skills workplace training may be augmented or even replaced by practical training provided by the training institution. Such training may be delivered through practical workshops and simulations of the work environment.

SECTION F

QUALITY MANAGEMENT – LEARNING PROGRAMMES

F.1 Programme/course design and delivery

Learning programmes should be developed around standards / outcomes / qualifications and must be outcomes based. Learner and employer needs should be considered to ensure that learning programmes are valid, effective and relevant at all times.

The QAP is specifically interested in the mechanisms used by providers to ensure the quality of content and to ensure that the content of programmes are regularly revised and updated.

Delivery of learning programmes should be outcomes-based and learner-centered with access to the relevant and required resources to ensure effective transfer of learning. The trainer or presenter facilitating the training should have the necessary Education, Training and Development Practitioner (ETDP) skills.

Once a learning programme has been developed and delivered, evaluation is necessary to ensure the quality of the learning programme, that it is aligned to outcomes and/or standards, and that it is relevant and up to date. This should take place on a continuous basis and should involve inputs from learners, trainers, training/education committees, etc.

F.2 Assessment policies and procedures

The assessment process

In order to obtain accreditation providers must demonstrate that they have procedures for the management and administration of assessments and appeals against assessment.

Providers must ensure that assessments adhere to the principles of assessment. These are:

- *Appropriateness*: The method of assessment is suited to the performance being assessed.
- *Fairness*: The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- *Manageability*: The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.
- *Integration into work or learning*: Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- *Validity*: The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.
- *Direct*: The activities in the assessment mirror the conditions of actual performance as closely as possible
- *Authenticity*: The assessor is satisfied that the work being assessed is attributable to the person being assessed.
- *Sufficient*: The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- *Systematic*: Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- *Open*: Learners can contribute to the planning and accumulation of evidence. Assessment candidates understand the assessment process and the criteria that apply.
- *Consistent*: The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

There are three phases in assessment. These are summarised in the table below.

ASSESSMENT		
RPL (Recognition of Prior Learning)	**FORMATIVE**	**SUMMATIVE**
Before the Training Programme	During the Training Programme	At the end of the Training Programme
Leads to Certification	Only development and does not lead to Certification	Leads to Certification
Registered Assessor required	Can be performed by facilitator that is not a Registered Assessor	Registered Assessor required
Accredited Assessment instrument required	Practical Examples	Accredited Assessment instrument required

An assessment process must include the following steps:

- Planning and preparation for assessment

- Preparing learners for assessment

- Conducting the assessment using appropriate tools / instruments

- Recording the results of assessment and to make a decision in terms of competence

- Providing feedback to the learner and third parties after the assessment

- Reviewing the assessment process to ensure continuous improvement

- Providing for appeal by learners.

The appeals procedures should allow learners to appeal against an assessment outcome, either to the trainer or assessor and, if unsatisfied, to the management of the provider and, in the final instance, to FassetQA or the relevant professional body. The appeals procedures should be communicated to learners.

Training providers must note that all assessors involved in the assessment of qualifications or skills programmes that are quality assured by FassetQA should be registered with Fasset for the specific qualifications or unit standards associated with the skills programme. Registration as assessors with other QAPs or for other qualifications or unit standards does not provide automatic registration as assessors for these qualifications or unit standards.

In the application for accreditation providers must include an assessment policy which should, at a minimum provide for

- Access to assessments

- Assessment guides and activities

- Use of registered assessors

- Re-assessments

- Learner appeals against assessments

- Administration of assessments

- Support to learners (with regard to assessments).

All assessors should use assessment guides for summative assessments. An example of an assessment guide is attached as Annexure D.

F.3 Moderation policy

Moderation ensures that learners who are being assessed are assessed in a consistent, accurate and well-designed manner. It ensures that all assessors who assess a particular skills programme or qualification are using comparable assessment methods and are making similar and consistent judgements about learners' performance. Moderation of assessments should occur at both the level of the provider (internal moderation), and at the level of the QAP (external moderation).

FassetQA requires that only registered moderators moderate skills programmes and qualifications and requires the provider to have access to registered moderators with relevant subject matter expertise in the programme being assessed.

The moderation policy must also stipulate how frequently moderation will take place and the sample sizes that will be moderated (i.e. the percentage of assessments that will be scrutinised by the moderator). FassetQA recommends sample sizes of not less than ten percent of the total. Larger proportions may be moderated if learner numbers are relatively small. The moderation policy must also ensure that moderators draw random samples and that the work of all assessors is moderated.

F.4   Recognition of prior learning policy

Recognition of prior learning (RPL) is a process whereby an individual's prior learning can be formally recognised in terms of registered qualifications and skills programmes, regardless of where and how the learning was attained. RPL acknowledges that people never stop learning, whether it takes place formally at an educational institution, or whether it happens informally.

The process of RPL is as follows:

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

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

Providers who apply for accreditation must submit an RPL policy and procedures that are appropriate for the qualifications and/or skills programmes for which the providers seek accreditation.

F.5   Certification Policy

Fasset is officially responsible for the certification of learner achievements of specific programmes on the NQF, as per the delegation from the Quality Council for Trades and Occupations. Accredited training providers <u>may not issue certificates of achievement</u> for any of these programmes. Training providers are however expected to have a certification policy in place which addresses the following at minimum:

- Requesting certificates from Fasset
- Quality control of data validity submitted to Fasset for certification purposes
- Recording of certificates received from Fasset
- Distribution of certificates to learners
- Award of certificates of attendance, if applicable

SECTION G

QUALITY SYSTEM REVIEW

In order to retain a high quality learning environment training providers are required to review their policies and procedures on a regular basis. In this section of the accreditation application you are

required to describe the mechanisms used in your organisation to ensure that all policies and procedures are revised and updated to ensure that they remain current, in line with legislation and regulatory requirements, efficient and in line with the needs of the organisation. These quality review mechanisms can take the form of an internal audit process, a management review process etc.

SECTION H
QUALIFICATIONS AND SKILLS PROGRAMMES

H.1   Qualifications and skills programmes

The qualifications and/or skills programmes for which you apply for accreditation must be listed in section H1 of your accreditation application. Ensure once again that all qualifications and skills programmes fall within FassetQA's scope. (See Annexure C for a list of qualifications and skills programmes that fall within FassetQA's scope).

For each course/qualification you need to submit a complete course/qualification map (see outline below). This document provides details about the qualifications and skills programmes. All the outcomes and assessment criteria of all the unit standards included in the programme should be listed and should be linked to the components of the learning material that specifically address the particular outcomes. It should also refer to the components of the assessments that address the specific assessment criteria. This map will assist the QAP and subject matter experts in evaluating whether the course content sufficiently covers the outcomes of the qualification or unit standards associated with the skills programme.

In addition to the course/qualification map you should also submit the course content, assessment guide and examples of assessment instruments. These will be evaluated by subject matter experts.

Annexure E provides guidelines for the mapping of course material to unit standards.

QUALIFICATION OR SKILLS PROGRAMME MAP

QUALIFICATION INFORMATION

Qualification Title			
Qualification ID			
NQF level			
Total number of credits			
	Name	**CV Reference number**	**QAP Comments**
Lecturers/facilitators for this course/ qualification			
Assessor(s)			
Moderator(s)			
Unit Standard Title	**Unit Standard ID**	**FOR QAP USE**	

Unit Standard Specific Outcome	Unit Standard Assessment criteria	Page Reference to course content	Page Reference to assessments	Outcome sufficiently covered	Assessments Sufficient	Remarks
1	1.					
	2.					
	3					
	4.					
	5.					
	6.					
2	1.					
	2.					
	3.					
	4.					
	5.					
	6					
	7.					
	8.					

SKILLS PROGRAMME INFORMATION

Skills Programme Title	
Unit standard ID's	
NQF level	
Credits	

	Name	**CV Reference number**	**QAP Comments**
Lecturers/facilitators for this course/ qualification			
Assessor(s)			
Moderator(s)			

Unit Standard Title	**Unit Standard ID**	**FOR QAP USE**		

Outcome	**Assessment criteria**	**Page Reference to course content**	**Page Reference to assessments**	**Outcome sufficiently covered**	**Assessments Sufficient**	**Remarks**
1	1.					
	2.					
	3					
	4.					
	5.					
	6.					
2	1.					
	2.					
	3.					
	4.					
	5.					
	6					
	7.					
	8.					

ANNEXURE A

ACRONYMS AND ABBREVIATIONS

ABET	Adult Basic Education and Training
DHET	Department of Higher Education and Training
DoL	Department of Labour
QAP	Quality Assurance Partner
FET	Further Education and Training
GET	General Education and Training
HET	Higher Education and Training
MOU	Memorandum of Understanding
NEDLAC	National Economic Development and Labour Council
NLRD	National Learners' Records Database
NSA	National Skills Authority
NSB	National Standards Body
NSF	National Skills Fund
NQF	National Qualifications Framework
OBET	Output Based Education and Training
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
SGB	Standards Generating Body
SDA	Skills Development Act
SDF	Skills Development Facilitator
SDLA	Skills Development Levies Act
SMME	Small, Medium and Micro Enterprise

ANNEXURE B

TERMS AND DEFINITIONS

Term	Definition
Accreditation	The certification, usually for a particular period of time, of a person, a body or an institution as having the capacity to fulfil a particular function in the quality assurance system set up by the South African Qualifications Authority in terms of the Act (No 58 of 1995).
Accreditation Not Granted	Where providers do not meet 50% of the requirements for accreditation. Providers will be given the opportunity to re-submit applications for accreditation once the requirements have been met.
Approval	The recognition of providers of short learning programmes that are not aligned to unit standards and qualifications but are outcomes based.
Assessor	The person who is registered by the relevant Education and Training Quality Assurance Body in accordance with criteria established for this purpose by a Standards Generating Body to measure the achievement of specified National Qualifications Framework Standards or Qualifications
Constituent	Belonging to the defined or delegated constituency of an organisation or body.
Course	The content of the short learning programme whereby learners may progressively attain the applied knowledge as described in unit standards/ and or qualifications.
Credit	The value assigned by SAQA to ten (10) notional hours of learning.
Credit-bearing Short Course	A type of short learning programme for which credits, in relation to its contribution to a particular programme, unit standard and/or (part) qualification, is awarded.
Criteria for Accreditation	An accredited provider must: - Define and describe the purpose of the organisation, including a description of the vision and the mission of the provider; - Develop and document a quality management system, including policies and procedures for programme delivery, staff, learners and assessment; - Develop and document review mechanisms in terms of the implementation of policies and procedures; and - Maintain management systems, including financial and administrative resources and physical infrastructure of the provider.
Education and Training Quality Assurance Body	A body accredited in terms of section 5(1)(a)(ii) of the SAQA Act, responsible for monitoring and auditing achievements in terms of

Term	Definition
	national standards or qualifications, and to which specific functions relating to the monitoring and auditing of national standards or qualifications have been assigned in terms of section 5(1)(b)(i) of the Act.
ETD Practitioner	Education, Training and Development Practitioner is a term used to describe the whole spectrum of educators and trainers.
Exit Level Outcome	An outcome expressed as the overall result of learning for a qualification.
Accreditation	Status conferred upon providers who meet all the requirements for accreditation. Accreditation is valid for a specified period, subject to an annual review conducted by the QAP and / or one of its agents.
Learning Programme	The combination of courses, modules or units of learning (learning materials and methodology) by which learners can achieve the learning outcomes for a qualification.
Moderation	The process which ensures that assessment of the outcomes described in the National Qualifications Framework standards or qualifications is fair, valid and reliable.
Moderating Body	A body specifically appointed by the SAQA/QAP Authority for the purpose of Moderation.
Non-credit bearing short course	Type of short learning programme for which no credits are awarded in relation to unit standards or (part) qualifications depending on the purpose and/or assessment of the programme.
Notional hours of learning	The learning time that it is conceived it would take an average learner to meet the outcomes defined, and includes concepts such as contact time, time spent in structured learning in the workplace and individual learning.
Outcomes	The demonstrable and assessable end-products of a learning process.
Primary Focus	That activity or objective within the sector upon which an organisation or body concentrates its efforts.
Professional Body	A statutory body registered as such in terms of the legislation applicable to such bodies, or a voluntary body performing the functions contemplated in the legislation for such bodies but not registered as such.
Programme	A coherent set of courses, leading to a certain qualification.
Quality Assurance	The process of ensuring that the degree of excellence specified is

Term	Definition
	achieved.
Quality Assurance Partner	A body to whom the QCTO has delegated quality assurance functions for specific programmes registered on the NQF.
Quality Audit	The process of examining the indicators which show the degree of excellence achieved.
Quality Management System	The combination of processes used to ensure that the degree of excellence specified is achieved.
Registered Standards	Standards or qualifications registered on the National Qualifications Framework.
Sector	A defined portion of social, commercial or educational activities used to prescribe the boundaries of an Education and Training Quality Assurance Body.
Skills Programme	Is occupationally based and when completed will constitute credits towards a qualification registered in terms of the National Qualification Framework. It is a type of Short Learning Programme.
Standard Generating Body	A body registered in terms of section 5(1)(a)(ii) of the Act, responsible for establishing education and training standards or qualifications, and to which specific functions relating to the establishing of national standards and/or qualifications have been assigned in terms of section 5(1)(b)(i) of the Act.
Unit Standard(s)	A description of the end points of learning for which the learner will get credit.

ANNEXURE C

LIST OF QUALIFICATIONS AND SKILLS PROGRAMMES

Full Qualifications

Delivery and assessment site	
Complete ALL sections in the application form	
SAQA ID	**Qualification Title**
49021	Further Education and Training Certificate: Debt Recovery
57901	Further Education and Training Certificate: Credit Management
23653	National Diploma: Financial Markets
67269	Advanced Certificate: Forensic Practitioner

Skills Programmes

Skill Programme Title: Payroll	
44 credits NQF 3	
US ID	**Unit Standard Title**
117426	Prepare salaries
117417	Prepare Wages
114733	Complete PAYE documents
116940	Use a Graphical User Interface (GUI)-based spreadsheet application to solve a given problem
9010	Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations
119465	Write/present/sign texts for a range of communicative contexts
10022	Comply with organisational ethics
119469	Read/view, analyse and respond to a variety of texts
Skill Programme Title: Accounts Processing	
79 credits NQF 4	
US ID	**Unit Standard Title**
117424	Calculate and record value added tax transactions
117427	Prepare general ledger accounts and initial trial balance
117418	Understand the Petty Cash system
114733	Complete PAYE documents
114735	Perform Value Added Tax calculations and complete returns
117426	Prepare salaries

117417	Prepare Wages
114736	Record business financial transactions
114742	Calculate tax payable by a small business
116940	Use a Graphical User Interface (GUI)-based spreadsheet application to solve a given problem
12995	Maintain financial records and prepare general ledger accounts
110528	Compile and control a budget for a range of office supply requirements
7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues

Skill Programme Title: Accounts Payable and Receivable 47 credits NQF 3	
US ID	**Unit Standard Title**
117423	Administer credit purchase transactions
117422	Administer credit sales transactions
117419	Administer income and receipts
117420	Administer payments and expenses
117425	Compile reconciliation statements
117421	Demonstrate basic accounting concepts
243944	Administer accounts receivable and accounts payable on the system
9010	Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations
119465	Write/present/sign texts for a range of communicative contexts
10022	Comply with organisational ethics

Skills Programme Title: Debtors 81 credits NQF 4	
116610	Assess and allocate debt collecting accounts according to risk profile
116606	Communicate orally with relevant stakeholders in the recovery of debt
116598	Compile debtor correspondence in accordance with legislation and standard procedures
116608	Demonstrate knowledge and application of ethical conduct in a debt recovery work context
116601	Manage credit grantor portfolio
116599	Manage debtor portfolio
13948	Negotiate an agreement or deal in an authentic work situation
110023	Present information in report format
116603	Demonstrate and apply understanding of the legal requirements relevant to the liquidation of debt
116607	Demonstrate knowledge of the repossession of goods under a credit agreement
12745	Demonstrate knowledge and understanding of accounting practice and procedures associated with the collection of debts
8968	Accommodate audience and context needs in oral communication

8975	Read analyse and respond to a variety of texts
Skills Programme Title: Creditors **55 credits NQF 4**	
117422	Administer credit sales transactions
13416	Demonstrate knowledge and understanding of the basics of security for finance
117156	Interpret basic financial statements
118039	Promote and control credit
243122	Apply the legal requirements related to Credit Management
118042	Supervise credit procedures
118044	Address defaulting customer accounts and control bad debts
116601	Manage credit grantor portfolio
119472	Accommodate audience and context needs in oral/signed communication
119469	Read/view, analyse and respond to a variety of texts

Please note that applications for single unit standards are no longer accepted by Fasset.

ANNEXURE D

GUIDELINES FOR THE DEVELOPMENT OF ASSESSMENT GUIDES

1. What is an assessment guide?

The SAQA definition of an assessment guide is a complete assessment package based on a thorough analysis of the unit standard, the assessment requirements and the particular assessment context. Assessment guides are designed for use by assessors when conducting assessment against a unit standard. Assessment guides address the following key aspects in detail:

- How will the assessment take place?
- What is needed to make the assessment happen?
- How will the evidence be gathered, recorded and judged?

The Assessment Guide will include:

- Descriptions of the approach to assessment
- Assessment conditions
- Assessment activities
- Instructions to the assessor
- Instructions to the learners
- Assessment methods (what will be done to collect the evidence e.g. observation, questioning)
- Assessment instruments (e.g. the actual scenarios, role plays, questions, tasks)
- Resource requirements
- Guidance for contextualising assessments
- Relevant standard operating procedures
- Administrative procedures
- Moderation requirements
- Assessment outcomes and criteria
- Observation sheets
- Checklists
- Possible or required sources of evidence

2. Assessment Methods:

- Observation
- Questioning
- Interviewing supervisors, colleagues, managers
- Written

3. Evidence

Tangible proof produced BY or ABOUT the learner that has a direct relationship to the defined outcomes that is then used to make judgements about the competence of the learner. Evidence can include:

- Plans
- Products
- Reports
- Answers to questions
- Testimonials
- Certificates
- Descriptions of observed performances
- Peer review reports

4. Principles of Good Assessment Guide Design

Valid – The assessment methods evaluate what they say they do

Reliable – The assessment methods yield the same results upon repeated use provided there has been no development relevant to the assessment in the learner being assessed

Fair – The method of assessment does not present any barriers to achievements, which are not related to the achievement of the outcome at hand

Manageable - The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning

Integrated into work or learning – Evidence collection is integrated into the work or learning process where this is appropriate and feasible (also called naturally occurring evidence)

Guidelines for constructing an assessment guide

1.	Ensure that you are VERY CLEAR on the content of the unit standard – if you are not GO NO FURTHER – contact the SGB and get clarity	
2.	Ensure that you are either the SME (subject matter expert) OR have access to the relevant SME relevant to the unit standard for the assessment guide design process	
3.	Look at each specific outcome – think about how each of these could be evaluated – think about what situations occur naturally in the workplace	
4.	Ensure that assessment activities promote the simultaneous assessment of combinations of specific outcomes	
5.	Ensure that each of the assessment methods you select for each of the specific outcomes will allow the assessor to use the relevant assessment criteria, i.e. that it is sufficiently complex to elicit the required level of performance	
6.	Ensure that the assessment methods are relevant to the specific outcomes of the unit standard	
7.	Ensure that you have adequate source documents and information to construct the assessment activities	
8.	Ensure that you make provision for any possible 'special needs' (e.g. disability or language) in the design of the assessment guide	
9.	Ensure that the instructions to both the learner and the assessor are very clear and easily understood	
10.	Ensure that any time limits for the assessment are clearly marked in the assessment guide – be sure that you have a suitable justification for the time limit – in terms of the requirements of the unit standard and is sufficient for the nature of the assessment	
11.	Ensure that activities are described in sufficient detail to facilitate effective and efficient assessment	
12.	Ensure that there are sufficient opportunities and guidance for the assessor to adapt and contextualise the activities as required within the assessment context	
13.	Ensure that you have considered including evidence requirements that the learner would have completed in the past (RPL – recognition of prior learning)	
14.	Ensure that you have developed comprehensive checklists for the assessor to use when evaluating the learner's evidence – is this checklist sufficient for the assessor to make a decision about the learner's competence?	

15.	Ensure that pages are clearly numbered	
16.	Ensure that you have strict version control with the development of the assessment guide	
17.	Distribute the assessment guide for review by independent parties not involved in the development but who have subject matter knowledge	
18.	Always make provision to pilot the assessment guide before it is launched into the whole organisation	
19.	Remember – ALL specific outcomes MUST BE assessed in the assessment guide – this is a non-negotiable	
20.	Ensure that the assessment guide is cost effective for the target group	
21.	Ensure that the assessment guide is not overly reliant on technology that is not easily accessible to a section of the learner group	
22.	Ensure that APPLIED Competence is assessed as defined in the unit standard - Foundational Competence: knowledge/theory component - Practical Competence: practical/skills component - Reflexive Competence: demonstration of the ability to integrate theory and skill, adapt to changed circumstances and problem solve effectively	
23.	Ensure that more than one assessment method is used in the development of the assessment guide	

Example of an Assessment Guide

12988: Record income and receipts

NQF Level 5, Credits 10

Table of Assessment Methods and Activities (example only)

Unit Standard No.: 12988

Unit Standard Title: Record income and receipts

Specific Outcome (SO) & Assessment Criteria (AC)	Assessment Method	Assessment Activity	Evidence Required
Specific Outcome 1 AC 1.1-1.3 Specific Outcome 2 AC 2.1 Specific Outcome 3 AC 3.4	Questioning (oral or written)	1. General Business and Accounting Questions (questions 1 to 6)	Correctly completed questions
Specific Outcome 2 AC 2.1-2.7 Specific Outcome 3 AC 3.1-3.4	Written	2. Review of Completed documents: • Invoices • Credit notes • Receipts • Statements of Account • Primary Records (sales journal, sales returns journal, debtors' journal and debtors allowance journal) • Cash Book • Aged Debtors' analysis • Ledger **or** Simulation (all relevant documents supplied and learner to complete)	Correctly completed documents Correctly completed entries
Specific Outcome 2AC 2.7	Observation	3. Workplace observation of interaction with customer (role play is also an option)	Correctly completed checklist

Instructions to the Assessor

Section 1:   General Business and Accounting Questions

The learner is required to complete the following questions from 1 to 6, either orally or in written format.

There is no time limit.

Oral

Remember to ask the questions in a clear voice.

Record the learner's response in the space provided.

Written

Remind the learner to write clearly (typed answers are preferable).

Set a date for the submission of the answered questions.

Instructions to the Learner

Section 1: General Business and Accounting Questions

You are required to complete the following questions from 1 to 6, either orally or in written format.

There is no time limit.

Oral

The assessor will ask you the questions and will record your responses in the space provided

Written

Remember to write clearly (typed answers are preferable).

Answered must be submitted to the assessor on the _____.

Question	Response
1. Think about the business environment you work in. Now answer the following questions:- What type of business transactions and documents are involved in the running of the business? How do contract law, sale of goods and document retention policies impact on the business? How does the business process VAT, discounts, cheques, banking, documentation, automated payments and credit/debit cards? Identify problem areas with any of the above and suggest ways to address the problems	
Assessor's comments	
2. Which accounting methods are used in the organisation? Now do the following: - Define Double entry bookkeeping Explain the methods of coding data Explain the operation of the accounting systems Explain the relationship between the accounting system and the ledger Define batch control What are the credit card procedures used in the business Explain the money handling and storage systems in the business Explain the petty cash procedures in the business	

Question	Response
Assessor comments	
3. Name the relevant organisational policies and procedures that govern the accounting and administrative systems in the business. Where would you find these documents in the business?	
Assessor Comments	
4. Explain the following in terms of GAAP/GRAP:- Business Transactions Authorisation and coding of sales invoices Source information filing Correspondence style Banking and personal security	
Assessor Comments	
5. Explain the organisational requirements for preparing invoice and credit notes and for checking against source documents (quotations, purchase orders, delivery notes, sales orders)	
Assessor Comments	
6. What would you consider unusual features when receiving and recording receipts? 6.1 How would you resolve this problem in the business?	
Assessor Comments	
C	NYC	

Assessor's signature:	Date:

MODEL ANSWER SHOULD BE DEVELOPED AND ATTACHED FOR USE BY ASSESSOR WHEN EVALUATING LEARNER RESPONSES

Section 2: Review of Completed documents

Instructions to the Assessor

The learner is required to submit the following documents regarding actual work done in the workplace:-

- Prepared Invoices
- Credit notes
- Receipts
- Statements of Account
- Primary Records (sales journal, sales returns journal, debtors' journal and debtors allowance journal)
- Cash Book
- Aged Debtor's analysis
- Ledger

You are then required to evaluate the documents against the *Section 2 Checklist* below.

Simulation

All the above documents are supplied to the learner and he/she must carry out the required activities during the assessment.

Section 2 Checklist – for use by the Assessor

US Ref.	Criteria	C/NYC	Assessor Comments
SO2	Invoices and credit notes are prepared as organisational requirements		
	Invoices and credit notes are checked against source documents – quotations, purchase orders, delivery notes and sales orders		
	Calculations on invoices and credit notes are accurate – pricing, price extensions, discounts, VAT		
	Invoices and credit notes are authorised correctly before being sent to customers		
	Invoices and credit notes are coded correctly before being sent to customers		
	Invoices and credit notes are entered into primary records as per organisational requirements – sales journal, sales returns journal, debtors' journal and debtors allowances journal		
	Entries are coded correctly		
	Entries are recorded correctly in the appropriate ledger – main ledger,		

US Ref.	Criteria	C/NYC	Assessor Comments
	subsidiary ledger, integrated ledger		
	Statements of account are prepared and sent to debtors within organisation time constraints		
SO3	Receipts are checked correctly against appropriate supporting information – cash, cheques, automated payments		
	Receipts are correctly entered in the appropriate accounting records – cashbook		
	Paying-in documents are correctly prepared		
	Paying-in documents are correctly reconciled to relevant records		
	Unusual features are identified correctly and appropriately resolved – out-of-date cheques, credit/debit cards, limits exceeded, disagreements with supporting documentation, under payments, over payments, cheques returned to sender		

Section 3: Workplace observation of interaction with customer

Instructions to the Assessor

Observe the learner interacting with a customer regarding accounts in the workplace (either telephonically or in person) – response to queries, chasing payments

Inform the learner that you will be observing him/her during the interaction.

Use the *section 3 checklist* below to evaluate the learner

US Ref.	Criteria	C/NYC	Assessor Comments
SO2	The customer is greeted in a polite manner (telephonically or in person)		
	The communication/query is handled in a polite and efficient manner		
	The learner is patient and tolerant when interacting with the customer		
	The learner listens to the customer without interrupting		
	The learner responds to all the customer's queries in a clear and informative manner		
	The learner refers to the relevant information when dealing with the customer's query		
	The customer is satisfied with the level of service received from the learner		

Instructions to the Assessor

The assessor will observe you interacting with a customer regarding accounts in the workplace (either telephonically or in person) – response to queries, chasing payments.

The assessor will use the attached checklist to evaluate you.
Remember to relax during the interaction and forget that you are being observed.

Assessment Documents

1. **Assessment Guide Information Sheet**
2. **Assessment Plan**
3. **Initial Assessment Meeting Checklist**
4. **Consolidated Assessment Feedback Form**
5. **Learner Feedback on the Assessment**
6. **Assessor Feedback on the Assessment**

Document One: Assessment Guide Information Sheet

Assessor:		Learner:	
Registration Number:		ID Number:	
Landline:		Employee Number:	
Cell Number:		Landline:	
E-mail address:		Cell Number:	
		E-mail address:	

This assessment guide is for unit standard 12988 – Record income and receipts

Assessment Methods	Questioning	List Evidence Submitted	
	Written		
	Observation		

All evidence submitted has been evaluated and is	Valid		Authentic		Current		Consistent		Sufficient	

Overall assessment result:	Competent		Not Yet Competent (NYC)	

Overall Feedback given to the learner:	Yes		No	
Assessor Signature:		Learner Signature:	
Date:		Date:	

Document Two: Assessment Plan

Unit Standard No.: 12988

Unit Standard Title: Record income and receipts

SO & AC	Assessment Method	Assessment Activity	Date	Venue	Time	Result (c/NYC)	Comments
SO 1 AC 1.1-1.3 **SO 2** AC 2.1 **SO 3** AC 3.4	Questioning (oral or written)	1. General Business and Accounting Questions (questions 1 to 6)	1. 2.	1. 2.	1. 2.	1. 2.	
SO 2 AC 2.1-2.7 **SO 3** AC 3.1-3.4	Written	2. Review of Completed documents: **or** Simulation (all relevant documents supplied and learner to complete)	1. 2.	1. 2.	1. 2.	1. 2.	
SO 2 AC 2.7	Observation	3. Workplace observation of interaction with customer (role play is also an option)	1. 2.	1. 2.	1. 2.	1. 2.	

Agreement

I, _____(the assessor) and I, _____(the learner) agree to the above plan and do commit to preparing for the assessment and being available at the specified time/s above.

Should either one of us have an emergency and not be able to make the assessment date/s, this will be communicated clearly and where ever possible, timeously, to the other party, with due consideration of the value of the others time and attention.

Assessor Signature:		Learner Signature:	
Date:		Date:	

Document Three: Initial Assessment Meeting Checklist

Please complete this checklist during your initial meeting with the learner.

1. Inform the learner of the organisation's Assessment Policy and Procedure document	
2. Ensure the learner understands the entire assessment process	
3. Discuss what it means to be competent and not yet competent (nyc) against the unit standard	
4. Ensure that the learner understands the exact requirements of the assessment guide	
5. Answer any questions about the unit standard and/or the assessment guide	
6. Discuss the Appeals procedure with the learner	
7. Discuss when the learner can expect feedback on the assessment	
8. Inform the learner that the assessment result is confidential and that you will need the learner's permission to discuss the results with a line manager and/or mentor	
9. Encourage the learner to ask questions and actively participate in the assessment process	
10. Give the learner your contact details	

General Comments

Assessor **Signature:**		**Learner** **Signature:**	
Date:		**Date:**	

Document Four: Consolidated Assessment Feedback Form

Assessor:		**Learner:**	
Unit Standard No.:	12988	**Unit Standard Title:**	**Record income and receipts**
Date of Feedback:			

Please note that this assessment decision is subject to moderation before results are submitted to the relevant QAP.

Assessment Result:	**Competent**		**Not Yet Competent**	

The learner is considered to be Not yet Competent (NYC) against the following specific outcome/s

Specific Outcome	Reasons for decisions	Corrective actions/development steps to be taken by the learner

Assessor Comments on the Feedback	Learner Comments on the Feedback

I _____ (learner) declare that I accept the assessment judgement above and that the feedback I have been given has been constructive and developmental in nature. I further declare that I have no further questions regarding the assessment decision or the feedback provided by the assessor.

Assessor Signature:		Learner Signature:	
Date:		Date:	

Moderator:		Moderator Signature:	
Date of Moderation:		Decision:	

Document Five: Learner Feedback on the Assessment

Assessor:		Learner:	
Date this feedback form completed:			

You have just completed the assessment process. Please spend a few minutes thinking about the following relating to both the assessment process and your assessor.

Please rate the following about the *Assessment Process:*

	Poor	Below average	Average	Very good	Excellent
The organisation of the assessment process from your first meeting with the assessor through to the feedback of the result	1	2	3	4	5
The availability of resources necessary for the completion of the assessment	1	2	3	4	5
The availability of other parties necessary for the completion of the assessment	1	2	3	4	5
The logistical arrangements for the whole assessment process	1	2	3	4	5
The assessment was carried out against the requirements of the assessment guide					

Please rate the following about the *Assessment Guide:*

	Poor	Below average	Average	Very good	Excellent
The design of the assessment guide	1	2	3	4	5
The clarity of the layout of the assessment guide	1	2	3	4	5
The user friendliness of the assessment guide	1	2	3	4	5

Please rate the following about the *Assessor:*

	Poor	Below average	Average	Very good	Excellent
The friendliness of the assessor	1	2	3	4	5
The willingness of the assessor to help and listen	1	2	3	4	5
The clarity of the assessor's explanations and communication	1	2	3	4	5
The assessment knowledge of the assessor	1	2	3	4	5
The quality of the feedback received from the assessor (constructive, culturally sensitive and relevant)	1	2	3	4	5

The timelines of the feedback	1	2	3	4	5

General learner comments:

Thank you for your co-operation in filling out this form!

Document Six: Assessor Feedback on the Assessment

Assessor:		Learner:	
Date this feedback form completed:			

You have just completed the assessment process. Please spend a few minutes thinking about the following relating to both the assessment process and your learner.

Please rate the following about the *Assessment Process:*

	Poor	Below average	Average	Very good	Excellent
The organisation of the assessment process from your first meeting with the learner through to the feedback of the result	1	2	3	4	5
The availability of resources necessary for the completion of the assessment	1	2	3	4	5
The availability of other parties necessary for the completion of the assessment	1	2	3	4	5
The logistical arrangements for the whole assessment process	1	2	3	4	5
The assessment was carried out against the requirements of the assessment guide					

Please rate the following about the *Assessment Guide:*

	Poor	Below average	Average	Very good	Excellent
The design of the assessment guide	1	2	3	4	5
The clarity of the layout of the assessment guide	1	2	3	4	5
The user friendliness of the assessment guide	1	2	3	4	5

Please rate the following about the *learner:*

	Poor	Below average	Average	Very good	Excellent
Co-operation and commitment to the assessment process	1	2	3	4	5
Willingness to ask questions when unsure	1	2	3	4	5
Motivation to succeed on the assessment	1	2	3	4	5

Please rate the following about *yourself:*

	Poor	Below average	Average	Very good	Excellent
Your friendliness and openness throughout the assessment process	1	2	3	4	5
Your willingness to help and listen to the learner	1	2	3	4	5
The clarity of your explanations and communication with the learner	1	2	3	4	5
Your knowledge of assessment	1	2	3	4	5
The quality of your feedback to the learner (constructive, culturally sensitive and relevant)	1	2	3	4	5
The timelines of your feedback to the learner	1	2	3	4	5

General assessor comments:

ANNEXURE E

GUIDELINES FOR MAPPING TRAINING PROGRAMMES TO UNIT STANDARDS

In order to achieve accreditation, training providers have to demonstrate that their training programmes are outcomes-based and adheres to the principles of SAQA and the NQF.

To achieve accreditation status training programmes have to be standards-based (linked directly to the outcomes in registered unit standards).

The following is an attempt at explaining the process whereby an existing training programme is mapped to unit standards as part of the provider's preparation for the application for accreditation.

STEP 1: Obtain a copy of the table of contents of the training programme, listing in as much detail as possible the individual topics addressed in each module of the training programme.

STEP 2: Refer to the FassetQa list of registered unit standards and determine whether any of the unit standard titles correspond to any of the topics in the table of contents of the training programme.

STEP 3: Obtain a copy(s) of the whole unit standard(s) which did appear to match the topics in the table of contents of the training programme.

STEP 4: Read the unit standard(s) (a few times) and specifically underline and highlight any information in the unit standard which relate directly to the topics in the training programme.

STEP 5: Prepare a "matching" table as follows (a completely hypothetical example has been inserted for ease of explanation):

Title of Unit Standard: *Provide support to an office in the position of administrator*		
	Insert details from Unit Standard	Insert details of the topics on the Table of Contents of the Training Programme which relate directly to this area of the unit standard
Specific Outcome 1	*Understand the office environment*	*Business principles in the operation of an enterprise*
Assessment Criteria 1.1	*Understand the type of business of the enterprise*	*Types of different businesses*
Assessment Criteria 1.2 Etc	*Understand the staff compliment of the enterprise*	*Employee numbers and statistics of an enterprise*
Specific Outcome 2	*Administer the communications of the enterprise*	
Assessment Criteria 2.1	*Manage the telephone*	*Communications*

	Manage the fax machine	Communications
Assessment Criteria 2.2 Etc		
Specific Outcome 3		
Assessment Criteria 3.1		
Assessment Criteria 3.2 Etc		
And so on …..		
Essential Embedded Knowledge Outcome 1		
Essential Embedded Knowledge Outcome 2		
Essential Embedded Knowledge Outcome 3		
Etc		
And so on …..		
Critical Cross-field Outcome 1		
Critical Cross-field Outcome 2		
Critical Cross-field Outcome 3		
Etc		
And so on …..		

STEP 6: Complete the "matching" table.

STEP 7: Where the information in the unit standard(s) does not match any topic in the training programme, OR where the training programme does not address the unit standard in the required depth the Provider will have to decide whether the training programme could be enhanced by adding to the content of the training programme in terms of those areas where no matching or insufficient matching with the unit standard has been achieved. It should be noted that a training programme may only be classified as a standards-based training programme if a WHOLE unit standard have been mapped to the training programme. A part of a unit standard will not be sufficient where the Provider is seeking accreditation status.

STEP 8: Update the content of the training programme where appropriate

STEP 9: Update the "matching" table

STEP 10: Utilise the "matching" table in your application for accreditation to prove to FassetQa that the training programme is standards-based.