

FOREST INDUSTRIES EDUCATION TRAINING AUTHORITY



PROVIDER ACCREDITATION GUIDELINES

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1. Introduction:

It is crucial that the education and training conducted by FIETA Training Providers should add value to its learners and therefore the quality assurance processes of this education and training is extremely important. Accreditation is an attempt to assist this process.

2. Purpose of the Document

The purpose of this document is to assist the Provider with the completion of the FIETA Provider Accreditation Application.

Note: This document does not need to be submitted with the completed Provider Accreditation Application – it is merely a guideline.

3. Levels of Accreditation

After a comprehensive evaluation of Provider Accreditation by FIETA ETQA, providers who applied for accreditation with FIETA could be awarded different levels of accreditation namely provisional or full accreditation:

Full Accreditation:

This applies to applicants that comply with all the criteria set by FIETA. The provider will be accredited for a period of five years from date of Full Accreditation. Annual audits/site visits will be conducted to ensure the maintenance of the Accreditation status.

Provisional Accreditation:

This applies to applicants that do not comply with all the criteria set by FIETA. The provider will be provisionally accredited for a period ranging between 6 months and 18 months provided that the interests of the learners are protected. A developmental plan will be set up between the provider and FIETA ETQA. A timeframe to achieve the outstanding requirements will be agreed upon between the provider and FIETA.

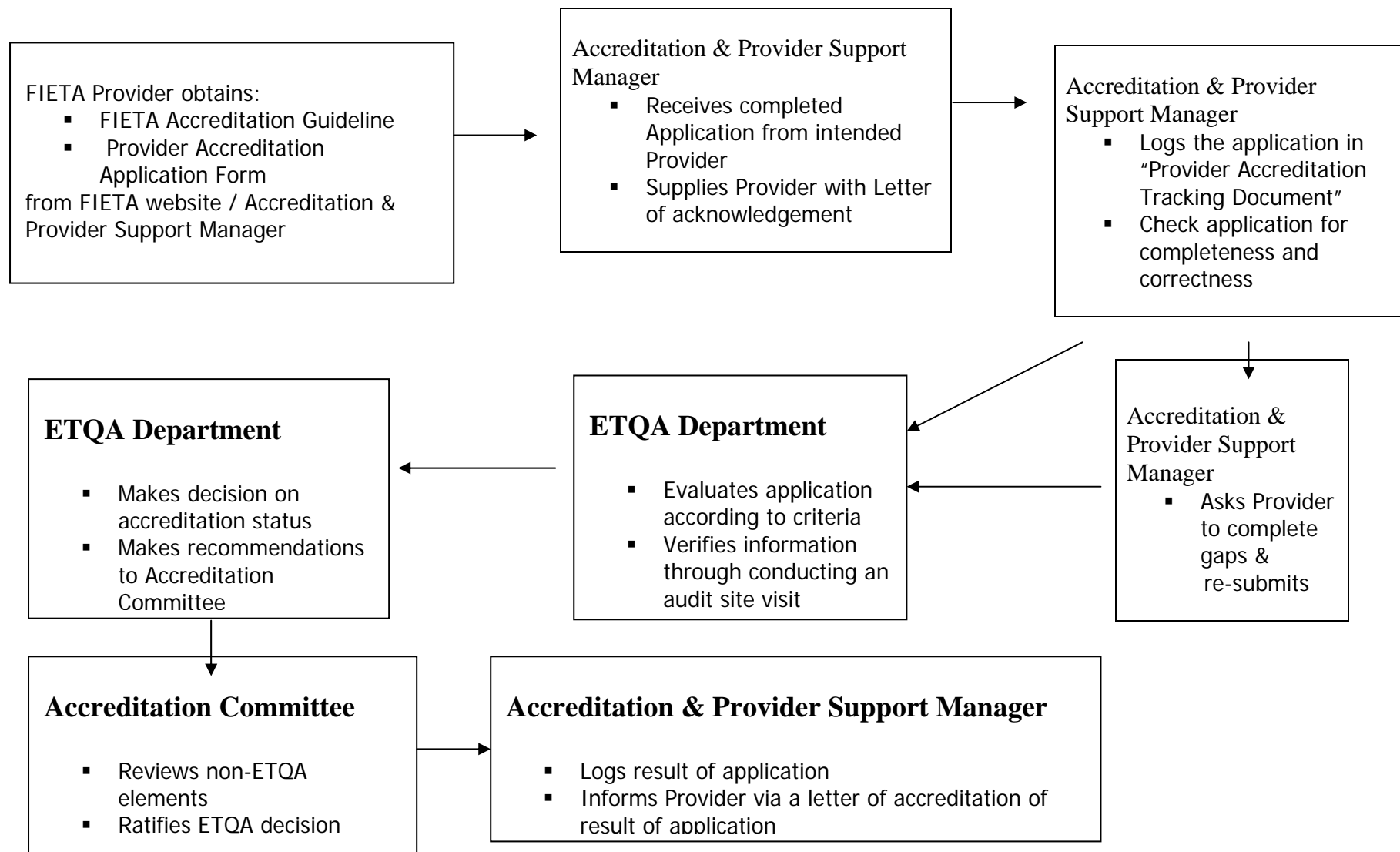
4. De-Accreditation

Providers will be de-accredited for the following reasons:

- The Provider requests to have its accreditation status withdrawn
- Evidence suggests the Provider has committed fraud
- The Provider is insolvent
- Evidence suggests the compromise of learner achievements linked to the Provider
- Accreditation is breached

5. Process of Accreditation

FIETA ACCREDITATION PROCEDURES AND RESPONSIBILITIES (Flowchart)



6. Glossary Of Terms

Accreditation	This is 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
Provider	A body which delivers learning programmes which culminate in specific National Qualifications Framework standards or qualifications and manages the assessment thereof
Delivery Site Only	This is a provider who is responsible for Training and Formative Assessments only
Assessment Site Only	This is a provider who is responsible for Summative and RPL assessments
Delivery and Assessment site	This is a provider who delivers learning programmes and manages the assessment thereof
ETQA	A body in terms of section 5(1)(a)(ii) of the SAQA Act, responsible for monitoring and auditing achievement in terms of national standards or qualifications, and to which specific functions relating to the monitoring and auditing of national standards and/or qualifications have been assigned in terms of sections 5(1)(b)(i) of the SAQA Act.
Assessment	The process of gathering and weighing evidence in order to determine whether learners have demonstrated outcomes specified in unit standards and/or qualifications registered on the NQF. The generic assessor standard registered by SAQA outlines the process in detail. The management of assessment is the responsibility of providers
Formative Assessment	Refers to assessment that takes place during the process of learning and teaching. It is not intended to be used for assessing whether the learner has successfully achieved or not in terms of being awarded a credit or certificate.

Summative Assessment	Refers to assessment for making a judgment about learning achievement. This is usually carried out when a learner is ready to be assessed at the end of a learning programme, and may include results initially collected as a result of formative assessment
Moderation	The process of ensuring that assessments have been conducted in line with agreed practices, and are fair, reliable and valid. The management of internal moderation is the responsibility of the provider.
Moderator	A person, body or organisation that ensures that the assessment of the outcomes described in National Qualification Framework standards and/or qualification is fair, valid and reliable.
Primary Focus	The activity or objective within the sector upon which an organisation or individual concentrates its efforts
Verification	The process managed by an ETQA for externally verifying (checking) moderation processes and confirming or overturning moderation findings.

7. GUIDELINES TO COMPLETING THE ACCREDITATION APPLICATION

Below is a breakdown of areas to cover and where applicable explanations to assist you regarding your Accreditation Application Submission. This information is to be seen as a Guideline only. Questions that have been asked during Sections to aid with the development of policies and procedures are to be seen as basic guiding principles only.

FIETA will expect applicants to evaluate their submission according to this Guideline Document as well as the information requested as per the Provider Accreditation Application prior to submission. This will aid in the elimination of costly time delays between FIETA ETQA and the provider.

For further assistance, please contact
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SECTION A: Provider Details

Questions are Self Explanatory as per Checklist

Evidence: Completed Provider Details within Section A of the Provider Accreditation Application.

SECTION B: Quality Management System

B.1 POLICY STATEMENT

Provide a clear description of your Vision, Mission and Objectives as an ETD Provider – remember to have these concepts explained in relation to Education and Training and the National Qualification Framework.

- Vision – Your management's long term / "Big Picture" for the organisation
- Mission – The broad outlines of what your organisation aims to reach (very closely linked to Vision)
- Objectives – The Measurable Targets your organisation has set to reach its vision and mission.

B.2 MANAGEMENT RESPONSIBILITY OF QUALITY MANAGEMENT SYSTEM

Evidence:

- Letter of Appointment and Job Description of Accountable person for QMS
- Quality Management Policy and Procedure

Questions to assist you in designing / updating your policy and procedures:

- What does your organisation understand regarding the term "Quality"?
- How will your organisation assure that the quality standards are maintained?
- Who is responsible for ensuring the effective implementation of the Quality Management System?
- What is this person responsible for?
- How will this person perform the responsibilities? (Develop / Implement / Monitor / Evaluate QMS)
- How will this person remain up-to-date regarding national and international trends and best practice in quality management?
- Who and how will this person report to the organisation regarding the Quality Management System?

B.3 MANAGING NON-CONFORMANCE

Evidence: Procedures dealing with non-conformance of QMS.

Questions to assist you in designing / updating your policy and procedures:

- How will the responsible person ensure conformance with all policy and procedures?
- Who is responsible for managing non-conformance?
- What will your organisation do when there are deficiencies found e.g. non-conformances?
- What corrective and preventative action will you undertake? How?
- How will you communicate non-conformance and corrective actions?

B.4 DOCUMENT CONTROL

Evidence: Procedures dealing with document control.

Questions to assist you in designing / updating your policy and procedures:

- How is the QMS documented e.g. how do you reference your document version control?
- Do you keep both electronic and hard copies of documents?
- How do you protect access to these documents?
- Do you have security protection to electronic documents? How? How do you control access? Do you conduct Back-ups? How? How often?
- Where are all learning and development documentation stored?
- Who has the responsibility to look after these documents? What types of documents are stored?
- How do you deal with confidentiality?
- How will you communicate documents intended for all employees?
- What do you do with obsolete documents?
- How will you control formal documents?
- Will records be maintained? What will the retention time be for archiving records? What is your process for archiving?

B.5 MANAGING OUTSOURCED SERVICES RELATED TO EDUCATION

Evidence: An example of a Service Level Agreement / Contract used when the organisation outsources providers for Education and Training functions.

B.6 QUALITY MANAGEMENT REVIEW

Your quality management system should indicate how the quality and standard of training and assessment by your organisation would be guaranteed and continuously reviewed to ensure continuous development.

Evidence: Procedures dealing with Quality Management Review.

Questions to assist you in designing / updating your policy and procedures:

- How is the Quality Management System reviewed? (e.g. review meetings)
- What is reviewed? What evidence supports the review? How will you document the review?
- When is the Quality Management System reviewed?
- Who has the responsibility of overseeing the review process?
- Do you undertake to conduct a regular review of the quality management? Timeframes?

SECTION C: Financial, Administrative And Physical Resources

Providers are required to have sufficient resources to be viable for the accreditation period.

C.1 FINANCIAL CAPACITY

Evidence:

- Business Plan for the Organisation
- Financial Statement / Letter from Accountant indicating that the Organisation is financially sound.

Please note: A sound financial status is a critical criterion for accreditation. The major concern is that the provider has sufficient liquidity to continue providing the necessary training, to the required standards.

C.2 FACILITIES AND EQUIPMENT TO SUPPORT THE LEARNING PROCESS

Facilities and Equipment for learning will depend on the actual learning but areas to be aware of are: Adequate space, that the facilities meet the necessary health and safety requirements, that there are correct lighting and ventilation, that the noise levels are reasonable, that there are appropriate protective clothing and equipment, appropriate training aids and materials are available and that the machinery/equipment is acceptable for Learners to demonstrate their skills.

Evidence:

- Training Equipment / Tools and Machinery Inventory for Training and Assessment
- Floor Plan of Training Room (indicating learner capacity and size of the room)
- Workshop Inspection Evaluation Form – completed by FIETA Representative (this may be conducted before or after the Accreditation Application has been submitted).

C.3 GENERAL SAFETY REQUIREMENTS

Evidence: Copy of OHS Manual for the Organisation.

Do you have the following?

- Emergency plan 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.
- Safety audit reports (internal or external).
- Accident reports (where applicable).
- Indemnity insurance.
- Where third party / conference facilities are utilised, confirmation must be obtained that the supplier will ensure compliance with Occupational Health and Safety requirements.

C.4 REGISTRATION OF LEARNERS

Evidence: Procedures dealing with learner registration.

Questions to assist you in designing / updating your policy and procedures:

- Who is responsible for Learner registration?
- How is Learner registration conducted?
- What information is required for Learner registration?
- When is Learner registration conducted?

C.5 LEARNER RECORDS

Evidence: Procedures dealing with learner recording and tracking.

Questions to assist you in designing / updating your policy and procedures:

- Do you have a Learner Database? What is the name of this Learner Database? Where is it found?
- Who compiles, maintains and updates learner information? How? When?
- How do you protect the rights to privacy of learner information?
- What information is covered in your Learner Database e.g. demographics of the learner / Learning programme details / Assessment details
- Do you track learners? How? What information do you track?
- Where is hard copy learner information stored? (e.g. Learner registration forms / Learner Recognition of Prior Learning application forms etc)

SECTION D: Staff Selection, Appraisal And Development

D.1 SUITABLE, QUALIFIED STAFF

Evidence: Organogram / Flowchart of your organisation – with emphasis on the roles of E&T Staff and related positions as well as their roles and responsibilities.

Note: If roles and responsibilities are outsourced, indicate who will do this role.

D.2 RECRUITMENT, SELECTION AND APPOINTMENT

Evidence: Procedures for recruitment, selection and appointment

Questions to assist you in designing / updating your policy and procedures:

- Who has the responsibility for recruitment and selection?
- How is recruitment and selection conducted?
- When and where will recruitment and selection take place?
- What selection based criteria is used?
- How do you ensure that the criteria for each position is periodically reviewed and updated?
- How do you ensure that the ETD staff you recruit have the right skills for the job?
- How do you determine current skills levels as compared to the requirements for training / assessing / moderation?
- To what extent are the relevant legislation implemented? E.g. Employment Equity Act, Labour Relations Act and Basic Conditions of Employment.

D.3 APPRAISAL AND DEVELOPMENT

Evidence: Procedures dealing with staff appraisal and development.

Questions to assist you in designing / updating your policy and procedures:

- Do you conduct any induction programmes for your staff? How? What does it cover?
- How do you ensure that staff has access to ongoing forms of professional development?
- How will development be planned, monitored and controlled?
- Do you conduct internal training? How?
- Is a budget made available for ETD staff development?
- Who motivates for training of ETD Staff?
- How is internal development assessed and / or evaluated?
- How will you appraise your ETD staff?
- Who is responsible for appraisal? What tools are used?

D.4 TERMINATION OF STAFF

Evidence: Procedures dealing with Staff Termination.

Questions to assist you in designing / updating your policy and procedures:

- How do you terminate your ETD Staff? (Procedures)
- Who has the responsibility of termination?
- When will termination take place?
- What completed documentation is required for the termination process?

SECTION E: Learning Programme

In order to achieve accreditation, training providers have to demonstrate that their training programmes are outcomes-based and adhere 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). Where providers only seek to achieve approval status it is sufficient if the training programme is outcomes-based with no reference to unit standards required. (For further information regarding acknowledgment of your Learning Programme linked to FIETA, please refer to the FIETA Learning Programme and Short Course Evaluation Document).

E.1 DEVELOPMENT OF LEARNING PROGRAMMES

Evidence: Procedures dealing with the development of Learning Programmes.

Questions to assist you in designing / updating your policy and procedures:

- How do you develop learning programmes?
- Do you conduct a needs analysis? How? Do you conduct research?
- How do you ensure that the needs of the Learners are taken into consideration?
- Are the Learning Programmes, relevant, flexible and designed with national needs kept in mind? Justify.
- Who is responsible to develop the Learning material?
- How is the Learning material developed? Do you use a flow chart? Do you have a template / checklist to standardise the development? What does it cover?
- What types of materials do you cover? E.g. Learner Workbooks, Log books, Handouts, Facilitator Guides etc.
- Do you cover OBE Principles e.g. do you cater for different learning styles and support resources?
- Is the language policy based on the language profile of the learners where applicable?
- Are the learning and assessment methods linked to the objectives of the Learning Programme?
- Who conducts the Quality Assurance of the learning material? How?
- Do you conduct a pilot? How?
- How do you manage old material versus the new material?
- Where and how is learning material controlled?
- Who keeps the latest learning material?
- What are the procedures for printing of the manuals? Who has the responsibility? When? How?

E.2 DELIVERY OF LEARNING PROGRAMMES

The delivery of learning programmes should be outcomes-based with access to the relevant and required resources to ensure successful transfer of learning.

The Trainer facilitating the training should have the necessary ETDP (Education, Training and Development Practitioner) skills.

Evidence: Procedures dealing with the delivery of Learning Programmes.

Questions to assist you in designing / updating your policy and procedures:

- When will you allow an individual to facilitate a programme? E.g. what experience? Qualification? Will you only use Subject Matter Experts? Will the individual be assessed against the appropriate unit standard/s?
- How do you induct a new facilitator? Does the facilitator need to “sit-in” or “co-facilitate” a training session?
- How do you quality assure the facilitator? How often? By who?
- How does the facilitator prepare himself/herself prior to the delivery of the programme?
- Who checks the venue? How? When?
- How does the facilitator cater for learners who require remediation?
- How do you expect the facilitator to present? (Will the facilitator be expected to include theory, practical and experiential learning where relevant? How? Will you expect the facilitator to use appropriate learning styles? How?)
- What other administration would the facilitator be expected to complete during training? E.g. Attendance register and evaluation forms? When and how is this to be conducted?

E.3 EVALUATION OF LEARNING PROGRAMMES

After 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 unit standards, and that it is relevant and up to date. This should take place on a continuous basis and should entail inputs from both learners and facilitators.

Evidence:

- Facilitator Evaluation Form
- Learner Evaluation Form
- Procedures dealing with the evaluation of Learning Programmes.

Questions to assist you in designing / updating your policy and procedures:

- Who manages the Evaluation Forms? E.g. who hands the forms out? Who obtains them? Who consolidates the responses?
- Where does this information go?
- How is the information used?
- Where are the original completed forms stored?

E.4 EDUCATION AND TRAINING PRACTITIONER INFORMATION

The provider must have suitably qualified and experienced facilitators/trainers. Trainers must be qualified at or above the level of learners they are training in the appropriate field of learning, or be able to demonstrate equivalent levels of competence in that field.

Evidence: Completion of E.4 within FIETA Accreditation of Providers Checklist

E.5 LEARNING PROGRAMME INFORMATION

Evidence: Completion of E.5 within FIETA Accreditation of Providers Checklist

E.6 LEARNING PROGRAMMES LINKED TO UNIT STANDARDS / QUALIFICATION

Evidence: Completion of E.6 within FIETA Accreditation of Providers Checklist

SECTION F: Learner Entry, Guidance And Support

F.1 PRE / DURING AND AFTER LEARNING GUIDANCE AND SUPPORT

Evidence:

- Course Outlines (covering areas such as explanation of requirements of learners / objectives of the course, duration of the course etc)
- Procedures dealing with Learner Entry, Guidance and Support.

Questions to assist you in designing / updating your policy and procedures:

Learner Entry:

- What are the requirements for learners to participate in your training?
- Where are entry requirements clearly stated and exemptions indicated?
- How are the procedures for learner entry established, documented and communicated?
- How do you deal with learner access to buildings / other resources e.g. media?
- Are entry requirements as open as possible?
- Who is the responsible person in relation to learner entry?
- What is the documentation process for entry? Who is involved? What are the timeframes?
- What is the language of training? Why have you chosen this? Is this indicated on your programme outlines?

Pre Learning Guidance and Support:

- What type/s of Pre Learning support does your organisation supply to the learner?
- Who has the responsibility to assist with pre training support?
- How is the assistance conducted?
- Do you give pre-admission assessments? RPL? What is the process?

Guidance and Support during Learning:

- Who is responsible for this support?
How is this support given?
- Is there sufficient support material for the Learner? Any extra activities?
- Are there clear opportunities for Learners to review their progress? How?
- Are your facilitators expected to gather information about the Learner's strengths, difficulties and needs?
- How will your organisation deal with off-site (not at your training venue) practicals?
Who is responsible to manage the off-site learning? How will you ensure that learners are given support during off-site training? How is off-site learning managed and monitored?

Post Training:

- Who has the responsibility on post training assistance with learners?
- What type of support will you give?
- Do you supply remedial methods?
- How will this support be initiated?
- For how long do you supply Post Training Support?

F.2 CONFIDENTIALITY

Evidence: Procedures dealing with the confidentiality

Questions to assist you in designing / updating your policy and procedures:

- How do you deal with confidentiality?
- Who has the responsibility regarding issues of confidentiality?
- How do you protect the right to privacy of learners?

F.3 LEARNER COMPLAINTS

Evidence: Procedures dealing with Learner Complaints.

Note: This refers to Learner issues that are not linked to Assessment / Appeals.

Questions to assist you in designing / updating your policy and procedures:

- How would a Learner complain? E.g. in writing / orally?
- Who will the Learner complain to?
- What information would be required from the Learner?
- How will the complaint be dealt with? By whom?
- Would timeframes be set? Would any reporting be required?

SECTION G: Assessment Management System

G.1 ASSESSMENT MANAGEMENT PROCEDURES

Evidence: Procedures for Assessment Management

Questions to assist you in designing / updating your policy and procedures:

- Do you conduct assessment against The National Qualifications Framework registered Unit Standards were applicable?
- Do you abide by the FIETA ETQA assessment requirements?
- Do you conduct assessment according to the Assessment principles? What do you understand by these principles regarding assessments within your organisation?

The Assessor:

Who conducts your assessments? How do you select your assessors? When? Do they have subject matter expertise? Will the Assessors be external or internal to your organisation? Would they be trained as Assessors against the National Unit Standard? How will you monitor your assessors? What process of de-registration will you take if applicable? How? Will internal disciplinary procedures apply?

Assessment Tools:

- Who will design the assessment tools?
- What will be included in the assessment tools?
- When will they be used?
- Will the assessment methods be linked to the Assessment Principles?
- How are the assessment tools quality assured?
- Are the Assessment tools piloted?
- How will these assessment tools be stored? Who has the responsibility of managing these tools?

Assessment Process:

- Do you have a policy regarding the amount of times your organisation will assess a learner on the same outcome?
- What is the process of assessment? – explain your phases / steps within the assessment.
- What documents are used during the phases?
- Will assessment accommodate appropriate learner special needs?
- Who will complete all the documentation?
- How will you deal with learner irregularities?

G.2 TEMPLATES USED IN THE PHASES OF ASSESSMENT

Evidence: Templates used in the Phases of Assessment (For Planning & Preparation, Conducting Assessment, Making Judgement and Feedback).

G.3 ASSESSMENT RECORDS

Evidence: Procedures for Recording of Assessments

- Questions to assist you in designing / updating your policy and procedures:
- Where will the Assessment Records be stored?
- Who has responsibility of managing the material?

- Who data captures the information in the learner database? How? What are the timeframes for this?
- How long will the records be kept?

G.4 RECOGNITION OF PRIOR LEARNING

Evidence: Procedures for Recognition of Prior Learning

Questions to assist you in designing / updating your policy and procedures:

- What do you understand by RPL?
- Does your organisation implement RPL?
- Who will have the responsibility of managing the RPL?
- What is the process you undertake regarding RPL?
- Will you abide by assessment principles?
- How will the learner know about the criteria?
- How will the RPL be linked with your process of assessment?
- Is the RPL communicated to your clients – how?

G.5 MODERATION

Evidence:

- Moderation Report Template (The moderator will be required to complete a Moderation Report whether moderation is internal or externally conducted).
- Procedures for Moderation

Questions to assist you in designing / updating your policy and procedures:

- What do you understand by moderation?
- Will you use internal or external moderators? How is a moderator appointed?
- What criteria will you use to select internal / external moderators?
- What will the functions of the moderator be?
- How will the moderation take place? When will moderation take place?
- What ratio of moderation will take place?
- What documentation will be completed?
- What will the process be regarding de-registration of moderators?

G.6 APPEALS

Evidence:

- Appeals Template
- Procedures for Appeals

Questions to assist you in designing / updating your policy and procedures:

- What are the grounds for appeal?
- How does the learner appeal an assessment?
- How will the appeal be documented?
- What are the timeframes for the appeal?
- How will the verdict from the appeal be given?
- Who conducts the appeal?
- How will the appeals process be communicated?
- What types of decisions could result from the appeal?

- Where are the records kept?

G.7 REGISTERED ASSESSORS

SAQA requires that only registered assessors assess learners against unit standards. It also requires the provider to have access to registered assessors with relevant subject matter expertise in the unit standard being assessed.

Evidence: Completed G.7 found in the FIETA Accreditation of Providers Checklist Document.

G.8 REGISTERED MODERATORS

Evidence: Completed G.8 found in the FIETA Accreditation of Providers Checklist Document.

SECTION H: Reporting Procedures

SAQA has set certain requirements for FIETA to report to SAQA in respect of learners. FIETA expects providers to report in accordance with these SAQA reporting requirements. Every FIETA provider will have to demonstrate that they have a system (on a database or have a mechanism for recording learner information) and the facilities for maintaining and updating detailed information about their learners. These requirements are essential in order to be able to meet the ETQA reporting requirements.

FIETA requires providers to complete the FIETA Quarterly Report that covers information regarding learners. This information obtained from the Quarterly Report is captured in the prescribed format and submitted to SAQA to be recorded on the NLRD.

Evidence: Procedures for Reporting

Questions to assist you in designing / updating your policy and procedures:

- What system will you use to record learner information?
- Who records learner information?
- What information is recorded?
- How will you report on records of achievement? When?
- Will you report according to the ETQA requirements?

SECTION I: Declaration

This Declaration requires the signature of the Organisation Representative who has the authority to sign the declaration. It is suggested that this should be the individual who has the responsibility of Quality Assurance for the Organisation.