



## **APPLICATION FORM FOR NQF ACCREDITATION**

Document Title	Application form for primary accreditation	Approved	COO
Document Number	ETQA-AF-001	Review	ETQA
Revision Number & Dates	Rev 1 of September 2007	Page	Page 1 of 9

# INSTITUTIONAL REQUIREMENTS

## (SECTION ONE)

### 1: GENERAL INSTITUTION/ORGANISATION INFORMATION

1.1	Trading name										
1.2	Registered name										
1.4	Postal Address (Head Office):					1.5 Physical Address (Head Office):					
	Area code					Area code					
1.6	Phone number	Area code				1.7 E-mail address					
		Tel. No									
1.8	Fax number	Area code									
		Fax No									
1.9	Contact person 1				First name				Surname		
	Cell number:				E-mail:						
1.10	Contact person 2				First name				Surname		
	Cell number:				E-mail:						
1.11	<p style="text-align: center;">_____</p> <p style="text-align: center;">Signature &amp; Date</p>										
<b>SATELITE TRAINING SITES</b>											
1.12	Postal Address (training site):					Physical Address of Training Site					

Document Title	Application form for primary accreditation	Approved	COO
Document Number	ETQA-AF-001	Review	ETQA
Revision Number & Dates	Rev 1 of September 2007	Page	Page 2 of 9

## 2: GENERAL MANAGEMENT REQUIREMENTS

GENERAL MANAGEMENT REQUIREMENTS		Tick box	Attach copy of....
2.1	Skills development facilitator appointed		Appointment letter
2.2	Workplace skills plan submitted to relevant SETA		<b>Cover letter</b>
2.3	Code of conduct for staff		FP
2.4	Code of conduct for learners		<b>FP</b>
2.5	Mission statement of the organisation		FP
2.6	Basic conditions of employment available on site		
2.7	Employee files available		
2.8	Public liability insurance		FP
2.9	Fire and theft insurance		FP
2.10	Disciplinary procedures		FP
2.11	Grievance procedures		<b>FP</b>
<b>SAFETY AND HEALTH PRECAUTIONS</b>			
2.12	OHS Act compliance (2.12 – 20 and other)		
2.13	Sick bay (facility) / First aid boxes in work areas		
2.14	Safety signs in construction areas		
2.15	Safety signs on / in rest of the premises		
2.16	OHS act available on site		
2.17	Registered Safety officer (if applicable)		
2.18	Non smoking signs on site		
2.19	Safety meetings held regularly		
2.10	Evacuation routes demarcated		

## 3: QUALITY ASSURANCE

CORE QUALITY ASSURANCE CRITERIA		Tick box	Attach copy
<b>3.1</b>	<b>POLICY STATEMENT</b> (Body's aims, objectives and purposes need to be spelt out)		Policy
3.1.1	What are the organisation's values and principles?		
3.1.2	How do these values and principles link with those of the NQF?		
3.1.3	What are the structures, systems and activities of the organisation that attempt to apply such values and principles?		
3.1.4	What is the aim of the organisation?		
3.1.5	What does it offer?		
3.1.6	To whom is the organisation directed?		

Document Title	Application form for primary accreditation	Approved	COO
Document Number	ETQA-AF-001	Review	ETQA
Revision Number & Dates	Rev 1 of September 2007	Page	Page 3 of 9

<b>3.2</b>	<b>QUALITY MANAGEMENT SYSTEMS</b> Is there a quality manual which guides quality management, which refers to available policies and procedures?		FP)
3.2.1	How does the organisation, in practice, create and sustain a quality culture within the organisation?		Action steps
3.2.2	How are the relevance, comprehensiveness and clarity of standards used in the organisation ensured?		
3.2.3	How are learners' needs actually met?		Learner satisfaction survey
3.2.4	How often are programmes delivered by the organisation reviewed?		Review reports
3.2.5	How does the organisation ensure that practitioners actually possess the competence to both facilitate the learning effectively and assess learners in ways that are consistent with the NQF?		
3.2.6	How does the organisation ensure that learning and assessment activities are monitored and reviewed?		
3.2.7	How does the organisation ensure that what is gathered from reviews, audits and/or monitoring in fact leads to improvement in activities?		
3.2.8	What are the mechanisms the organisation uses to report back to staff within the organisation?		
3.2.9	How does the organisation ensure that resources available are utilised effectively and efficiently and to good effect?		
3.2.10	How does the organisation report to and generally relate to the CETA ETQA?		
<b>3.3</b>	<b>REVIEW MECHANISMS</b> (Outline the ways in which implementation of policies will be monitored, researched, audited and/or reviewed)		Review mechanism procedures (FP)
3.3.1	What are the review, monitoring, research and/or auditing mechanisms the organisation has in place?		
3.3.2	How do these mechanisms work?		
3.3.3	How often are they carried out?		
3.3.4	How are review findings reported back within the organisation?		
3.3.5	How do the review findings inform improvements in the organisation?		
<b>3.4</b>	<b>PROGRAMME DELIVERY</b> (Outline how learning programmes would be developed, delivered and evaluated)		Program delivery manual (FP)
3.4.1	What is the nature of the programmes the organisation delivers?		
3.4.2	What is the NQF status of the programmes?		
3.4.3	What are the components (modules) that make up the programme?		
3.4.4	How often is the programmes delivered, and what is the duration?		
3.4.5	What are the modes used in the delivery of the programmes? (Group work, opportunities to learn in the workplace, etc.)		
3.4.6	To what extent is the delivery of the programme flexible?		
3.4.7	How is learner-centeredness ensured in the delivery of the programmes?		
3.4.8	How does programme delivery ensure that the programme is relevant to learners?		
3.4.9	How are learners assessed during the programme's delivery? How often? By whom?		
3.4.10	How are learners given feedback on their performance during the delivery of programmes and what form does this take?		

Document Title	Application form for primary accreditation	Approved	COO
Document Number	ETQA-AF-001	Review	ETQA
Revision Number & Dates	Rev 1 of September 2007	Page	Page 4 of 9

<b>3.5</b>	<b>STAFF POLICIES</b> (outline the policies and procedures for staff selection, appraisal and development)		Staff policies manual (FP)
3.5.1	What criteria are used in the staff selection process?		
3.5.2	Who selects staff in the organisation?		
3.5.3	What selection procedures are followed?		
3.5.4	To what extent are the stipulations of the Employment Equity Act of 1998 respected in the selection process?		
<b>MEETING STAFF REQUIREMENTS (DEVELOPMENT)</b> Development policy available			Attach copy
3.5.5	To what extent does staff possess applied and integrated competences as education and training development practitioners?		
3.5.6	How does staff ensure the integration of theory and practice in the delivery of programmes? (Work experience, simulated work environments, etc.)		
3.5.7	To what extent does the provider ensure that staff has access to ongoing forms of professional development and that they are themselves “lifelong learners”?		
3.5.8	How does the organisation ensure that staff is competent to carry out assessment activities in ways that are both applied and integrated?		
<b>3.6</b>	<b>LEARNER POLICIES</b> (Policies and procedures for the selection of learners are outlined, and learners are given guidance and support)		Learner policies manual (FP)
3.6.1	How are learners selected for the individual programmes?		
3.6.2	To what extent do such selection procedures recognise the prior learning learners have?		
3.6.3	Is the organisation planning to diversify the demographic composition of the learner population, taking into account historical disadvantages and discrimination?		
3.6.4	How does the organisation ensure that the programme is relevant to the needs and aspirations of the learners?		
3.6.5	How does the delivery of the programme encourage learner participation?		
3.6.6	How does the organisation identify the nature of support learners require?		
3.6.7	What support is given to learners?		
3.6.8	What guidance is offered to learners and why?		
3.6.9	How are opportunities for further learning provided for by the organisation?		
3.6.10	How, by whom and how often are learners given feedback on their performance?		

Document Title	Application form for primary accreditation	Approved	COO
Document Number	ETQA-AF-001	Review	ETQA
Revision Number & Dates	Rev 1 of September 2007	Page	Page 5 of 9

<b>3.7</b>	<b>ASSESSMENT POLICIES</b> (Outline the policies and procedures for the forms of assessment and how they are managed)		Assessment policy manual (FP)
3.7.1	What is the organisation's approach to assessment?		Assessment policy statement
3.7.2	Is the approach consistent with NQF principles		
3.7.3	How does the organisation's assessment policy incorporate principles of lifelong learning, recognition of prior learning and integration of theory and practise?		
3.7.4	What are the mechanisms that the organisation puts into place to assure the quality of assessments conducted? Are internal verifiers/moderators used for assessments?		
3.7.5	How does the organisation ensure that assessments are used to identify and provide for the support and guidance learners need?		
3.7.6	How are assessment results fed back into programme development?		
<b>3.8</b>	<b>MANAGEMENT SYSTEMS AND POLICIES</b> (Indicate the financial, administrative and physical resources of the organisation, as well as procedures of accountability within the organisation.)		Management systems & policies manual (FP)
3.8.1	Management and administrative structure of the organisation.		
3.8.2	How are decisions taken in the organisation, by whom and in relation to what?		
3.8.3	What is the financial resource base of the organisation? What are the sources of funding? Does the organisation have a plan to become self-sustaining, if it is not ready?		Refer to 1.13
3.8.4	Does the organisation have adequate human and material resources to carry out its intended functions?		Refer to Section 2
3.8.5	What are the systems used by the organisation to manage and be accountable for its finances?		Delegation of authority procedure (FP)
3.8.6	To what extent is the organisation managed in a transparent and accountable manner?		List of Board members

#### 4: ADMINISTRATIVE REQUIREMENTS

4.1	Policies and procedures available		Admin Pol's & Proc's Manual (FP)
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#### 5: LEARNER SUPPORT

5.1	Learner appeal procedure available		Copy table of content
5.2	Learner support policy in place (Before enrolment in programme, during the learning programme and after completion)		Copy table of content
5.3	Career path support given		
5.4	Support material for learners available		
5.5	Learner counselling available		
5.6	Translation support available		
5.7	Support for learning impaired available		

Document Title	Application form for primary accreditation	Approved	COO
Document Number	ETQA-AF-001	Review	ETQA
Revision Number & Dates	Rev 1 of September 2007	Page	Page 6 of 9





