



Guidelines for Accreditation as a Training Provider with the FoodBev SETA

Updated February 2008

TABLE OF CONTENTS

1. INTRODUCTION	3
1.1 Purpose	3
1.2 Scope	4
1.3 Objectives.....	4
1.4 FoodBev SETA Vision.....	5
1.5 FoodBev SETA Mission Statement.....	5
2 ACCREDITATION OF TRAINING PROVIDERS.....	6
2.1 General.....	6
2.2 Definition of Accreditation.....	6
2.3 Levels and Terms of Accreditation.....	7
2.3.1 Level One: Full Accreditation:.....	7
2.3.2 Level Two: Provisional Accreditation:.....	7
2.4 Criteria for Accreditation.....	8
2.4.1 Primary Focus of the Training Provider	9
2.4.2 Unit Standards / Skills Programme / Qualification	9
2.4.3 Legislation	9
2.4.4 Quality Management System.....	9
2.4.5 Financial, Administrative and Physical Resources	10
2.4.6 Staff Selection, Appraisal and Development	11
2.4.7 ETD Practitioners.....	12
2.4.8 Training Material, Facilities, Tools and Equipment.....	13
2.4.9 Simulated Work Areas	13
2.4.10 Safety Aspects	13
2.4.11 One ETQA.....	13
3 CATEGORIES OF PROVIDERS.....	14
3.1 Delivery Provider	14
3.2 Assessment Centre	14
3.3 Delivery and Assessment Provider	14
3.4 Matrix for the conformance criteria per Category.....	15
4 THE PROCESS OF ACCREDITATION	16
5 CONDITIONS OF ACCREDITATION.....	17
6 REQUIRED DOCUMENTATION.....	20
7 EXTENSION OF ACCREDITATION	24
8. APPEALS PROCEDURE	25
9. DEFINITION OF TERMS.....	26
10. LIST OF ACRONYMS	28

1. INTRODUCTION

The objective of the Skills Development Act of 1998 is to develop and improve the skills base in South Africa for the country to achieve higher levels of competitiveness internationally. The outcomes-based training system implemented to assist in achieving this goal requires training providers, assessors and moderators of high standards which could assist learners to achieve higher levels of competence and embark on life long learning. It is the responsibility of all stakeholders in the education and training process to inform learners of the learning opportunities. The FoodBev SETA along with companies and training providers within this sector will have the responsibility to ensure that learners are knowledgeable about the training system and how they can use the opportunities to enhance their own careers not only to their own benefit but also to the benefit of their employers.

The development of the skills of people can be achieved through education and training. The nature and standard of this training will be determined by the specific industry. It is also imperative that the education and training conducted by the training providers should add value to the learners. The quality assurance processes of this education and training are therefore extremely important. Developing the skills of an individual is an expensive exercise and the employers who pay for the education and training of their employees through, *inter alia*, the Skills Development Levy expect the end product to be of quality.

The FoodBev SETA will ensure that the quality of education and training within the Food and Beverages Manufacturing Industry and all other areas of jurisdiction as delegated to it by the South African Qualifications Authority (SAQA), will comply with the standards set by the authorities. All actions required of the FoodBev SETA in ensuring the delivery of quality education and training that will endorse the standards registered on the National Qualifications Framework will be performed to high levels of excellence.

1.1 Purpose

The purpose of this document is to inform all interested training providers and assessors who intend to apply for accreditation and/or registration with the FoodBev SETA, of the criteria for accreditation of training providers and registration of assessors and ETD Practitioners. It also spells out what the procedures for accreditation, registration and appeals and includes application forms for accreditation and registration.

1.2 Scope

The document is directed at any interested constituent provider or individual who intends to apply for accreditation as a training provider or registration as an ETD Practitioner or assessor with the FoodBev SETA.

1.3 Objectives

- Provide training providers, ETD Practitioners and Assessors with clear, realistic and achievable criteria against which they will be measured when applying for accreditation and/or registration with the FoodBev SETA.
- Provide processes and procedures that will provide training providers, ETD Practitioners and Assessors with prompt and professional services which will enable them to provide a cost effective, high quality service to the Food and Beverages Manufacturing Sector.
- Establish training and assessment systems that will ensure that the training and assessments offered in the industry lead to the improvement of skills of the individual and culminates in a meaningful declaration of competence.
- Establish training and assessment systems that will protect individuals against exploitation and increase their occupational mobility.
- Create a culture of delivering consistent high quality of training and assessment to the learner.
- Pursue the vision and mission of the FoodBev SETA at all times and ensure that training providers and assessors do the same.

1.4 FoodBev SETA Vision

To have sufficient and appropriate knowledge and skills available
in the Food and Beverage Manufacturing Sector
in order to contribute to:

- The growth and development of the sector;
- A safe, healthy, productive and competitive industry;
- The promotion of access to quality education and training for all to participate in work and life; and
- The redress of past inequalities in education and training.

1.5 FoodBev SETA Mission Statement

The stakeholders in the Food and Beverage Manufacturing Sector
Are committed to ensuring that:

- Relevant and quality learning standards and qualifications are available in the sector;
- A high level of learning provision is maintained in the sector; and
- Access to knowledge and skills is improved for all in the industry.

2 ACCREDITATION OF TRAINING PROVIDERS

2.1 General

Training in the Food and Beverages Manufacturing Industry takes place at:

- Training organisations with well-developed training centres where the working conditions are simulated; or
- Under actual conditions during production.

The nature of the sector allows for a large number of smaller enterprises that operate within the sector. These smaller enterprises usually cannot afford to set up expensive in-house training facilities and have to make use of external accredited training providers to provide them with the service.

All training providers that apply for accreditation with the FoodBev SETA will be evaluated against the criteria set out in this document. Accreditation of these providers will be in different categories based on the outcomes of the evaluation. The FoodBev SETA wants to promote the principles of quality but at the same time supports entrepreneurship and therefore encourages individuals with the capacity and desire to start their own businesses in training to do so. The FoodBev SETA will however not compromise the quality standards of the training required from the smaller entrants to the market. Assistance and support will be given to those Training SMME's with potential that enter the market and can provide training at the required standards but do not have all systems in place to comply to all the criteria for accreditation with the FoodBev SETA.

2.2 Definition of Accreditation

Accreditation, as defined by the South African Qualifications Authority (SAQA), is the certification, usually for a particular period of time, of a person, a body or an Organisation as having the capacity to fulfil a particular function in the quality assurance system set up by SAQA in terms of the SAQA Act, Act 58 of 1995.

2.3 Levels and Terms of Accreditation

Applicants applying for accreditation with the FoodBev SETA could receive different levels of accreditation namely provisional or full accreditation.

The FoodBev SETA has defined these levels of accreditation as follows:

2.3.1 Level One: Full Accreditation:

Applicants that comply with all the criteria set by the FoodBev SETA. The constituent provider will be accredited for a period of five years. Annual audits will be conducted. At the beginning of the last year of accreditation the constituent provider shall have to re-apply for accreditation.

Training Providers will be exposed to annual training audits during which FoodBev SETA officials will audit all systems, processes and procedures. A panel of experts in the particular field can assist the FoodBev SETA officials during these audits.

The training audits and monitoring results will be used as indicators for the continuing accreditation of a Training Provider. This term of accreditation will be noted in the agreement with the Training Provider that receives provisional accreditation.

2.3.2 Level Two: Provisional Accreditation:

Applicants that do not comply with all the criteria set by the FoodBev SETA. The constituent provider will be provisionally accredited for a period ranging between 6 months and two years. The term to achieve the outstanding requirements will be agreed upon between the constituent provider and the FoodBev SETA and will be noted in the agreement with the Training Provider that receives provisional accreditation.

The FoodBev SETA will provide development support to the constituent provider to receive full accreditation within the specified time period. A development plan will be drafted with the assistance of the Skills / ETQA Development Officer.

An audit of the Training Provider will be conducted prior to the expiry of the accreditation term. Based on the result of this audit the accreditation of the Training Provider may be extended for another term or cancelled. If any non-conformity is identified during this audit, the Training Provider may be allowed to correct this after which an evaluation of the corrections will be conducted and if that is to the satisfaction of the FoodBev SETA, the Training Provider will receive extension of accreditation for another term.

2.4 Criteria for Accreditation

The criteria below will be used to evaluate each applicant that applies for accreditation with the FoodBev SETA. The criteria, which will be applied equally to all applicants and qualified individuals, underwrite the principles of fairness, validity and reliability used in conducting the evaluation.

The FoodBev SETA will expect every applicant to measure itself against the prescribed criteria prior to submission of their application so as to ensure that compliance with these criteria is in place as far as the applicant is concerned. This serves to eliminate costs incurred for the evaluations of applicants that do not comply to the criteria yet.

The criteria for the accreditation of training providers are listed below. Each criterion is explained thereafter.

CRITERIA FOR THE ACCREDITATION OF TRAINING PROVIDERS:

(Please see explanation of each criterion below)

1. Primary focus of the training provider
2. Unit Standards / Skills Programme / Qualification
3. Legislation
4. Quality Management System
5. Financial, administrative and physical resources
6. Staff selection, appraisal and development
7. ETD Practitioners
8. Training material, facilities, tools and equipment
9. Simulated work areas
10. Safety aspects
11. One ETQA

EXPLANATION OF CRITERIA

2.4.1 Primary Focus of the Training Provider

The primary focus of the provider should be the training of skills within the Food and Beverages Manufacturing sector in the unit standards and qualifications over which the FoodBev SETA has jurisdiction.

2.4.2 Unit Standards / Skills Programme / Qualification

The portfolio of unit standards for which the Training Organisation would like to apply for accreditation should correlate with the sum of the unit standards that the ETD Practitioners are able and registered to present. The portfolio of unit standards, skills programmes and qualifications that the applicant applies for should be clearly stated in the application.

A detailed explanation of exactly what unit standards, skills programmes and qualifications will be presented if accreditation is obtained must be submitted. This should be in the form of an ETD Practitioner and Assessor matrix in which the portfolio of the constituent provider must equal the sum of the portfolios of the individual ETD Practitioners and Assessors in terms of individual unit standards and unit standards as contained in skills programmes and qualifications.

2.4.3 Legislation

Constituent provider should be registered in terms of all applicable legislation.

The *ETQA Regulations of SAQA* require that the body or constituent provider applying to be accredited as a provider has to be so registered, in terms of the applicable legislation at the time of the application for accreditation. This implies all legislation impacting on the education and training of learners by that constituent provider including health and safety legislation if applicable.

2.4.4 Quality Management System

Constituent providers should have a Quality Management System which includes:

2.4.4.1 Quality management policies which define that which the provider wishes to achieve;

2.4.4.2 Quality management procedures which enables the provider to practice its defined quality management policies; or

2.4.4.3 Review mechanisms which ensure that the quality management policies and procedures defined are applied and remain effective.

In keeping with the *ETQA Bodies Regulations* this can be summarised as a requirement that the provider should be able to demonstrate to the relevant ETQA that it has a Quality Management System, which includes quality management policies and procedures as well as review mechanisms to ensure that the **degree of excellence** specified for provision and assessment is achieved.

The **degree of excellence** specified should be indicated and reflected in the mission statement and objectives of the provider. In essence, this requires that the provider have a **purpose** that is informed by national objectives.

The FoodBev SETA will not prescribe the use of any particular quality management system to the accreditation applicants. Criteria to which the quality management system of the training provider should comply in order to qualify for full accreditation will however be provided. Evidence of meeting these criteria and the implementation of their quality management system should be provided.

The criteria will take the principles of development and flexibility into account.

2.4.5 Financial, Administrative and Physical Resources

A critical aspect of quality is the governance for and management of provision. Within this the key relations would be clear lines of responsibility and accountability within the provider, for example, staff-management links and links between the provider and the governing body of the provider. The structure and composition of the governing body would depend on the type of provider. For example, a university, Further Education and Training institution or school may have a governing council whose composition is laid down in national policy while an in-company training centre may have an executive or board structure whose composition is laid down in company or enterprise policy.

A key feature of the administrative resource requirements would be the database of learner information and learner records. Policies and procedures for the accurate capturing, maintenance and regular updating of learner information and records will be required and monitored.

Facilities, equipment and learning material should support the learning process and should be appropriate to the learning services that are provided. Suitable policies and procedures

for the management, maintenance and upgrading of facilities, resources and materials are required. Staff and learners should be trained in the use of the materials, equipment and facilities as well as provider communication and information systems.

In respect of adequate financial resources, the provider will be required to demonstrate that they have the necessary financial resources to sustain the learning services throughout the period of accreditation. In addition, the provider should demonstrate that proper budgetary and financial management processes are in place including the allocation of resources adequate to the requirements for providing and developing quality learning services. Important elements of this criterion would be the evaluation of the financial policies and procedures in respect of the goals and mission of the provider as well as the relationship of the financial system to the attainment of the provider's goals and objectives.

2.4.6 Staff Selection, Appraisal and Development

Evidence of the following will be sought:

2.4.6.1 The Constituent provider will have to provide details of its staffing policies and procedures, including recruitment, selection, appointment, promotion and termination. Sufficient and suitably qualified staff (full-time or contractual) will have to be shown to be available to ensure the quality of the learning experience and achievement of the specified standards and qualifications.

2.4.6.2 Evidence of policies and procedures for staff development and staff development opportunities will be required. These policies and procedures should allow both for the needs of the Constituent provider as well as individual and professional development requirements to be met.

2.4.6.3 Policies and practices for learner entry, guidance and support systems.

2.4.6.4 Policies and practices for the management of off-site practical or work site components.

2.4.6.5 Policies and practices for the management of assessment.

2.4.6.6 Reporting Capacity.

This should link to motivation for reporting requirements, i.e. learner information used to design programmes, courses, materials, learner support, and counselling services that are flexible and learner-centred.

In respect of ensuring a quality experience for all learners, learners special needs need to be considered in the design of course and learning support materials, assessment arrangements and communication with teachers, tutors, lecturers, educators or trainers. Learners with special needs also need to be taken into account in the design of the Organisation and relevant to the form of delivery.

Learner counselling is a form of learner support that should be available at a minimum of three points in the learning process. Learners need to have access to reliable advice and information before they enrol in a particular programme; both during the period they are engaged in the learning programme and when they complete the programme.

The Draft document on Criteria for Quality Distance Education in South Africa captures this as follows:

“Before they enrol, learners need guidance about choice of course or programme. Once enrolled, they need information and guidance about payment of fees, registration procedures, requirements of the course, contact sessions and assessment procedures. In addition, learners need advice on matters of learning management -- such as choice of courses and learning pathways, how to work with the course materials, how to tackle assignments, how to plan their study. They also need academic support to develop the skills of reading, writing and study that are required for successful completion of the course. Learning management counselling can be written into the course materials or provided on an individual or class basis. After the learner completes the programme, she I he may need career advice or advice about further learning opportunities.”

2.4.7 ETD Practitioners

The Training Organisation should submit proof of registration of the ETD Practitioners within its employ. These ETD Practitioners should be registered with the FoodBev SETA.

Sufficient space should be available to the ETD Practitioner where theory can be presented to learners and all administrative tasks can be performed.

2.4.8 Training Material, Facilities, Tools and Equipment

Adequate training material, facilities, tools and equipment should be available at a specified training venue to be used to present the training and education for which the Training Organisation is applying for accreditation with the FoodBev SETA.

2.4.9 Simulated Work Areas

Simulated work areas should be available for training if it is not possible to train on the production line.

2.4.10 Safety Aspects

Training areas should be accessible and safe for learners. Learners should have access to training areas or production areas where the skills required to achieve competence in the outcomes of the unit standards can be practiced.

Training material should be kept in a safe place which is easily accessible though only to authorised users of such material.

All safety precautions required in the industry should be adhered to during the training.

2.4.11 One ETQA

An Education and Training Provider can be accredited by only one ETQA.

3 CATEGORIES OF PROVIDERS

3.1 Delivery Provider

The purpose of this category is to allow an accredited constituent provider or individual to deliver training only. This means that the constituent provider will also be responsible for conducting formative assessments. The constituent provider would be required to have appropriately qualified trainers (ETD Practitioners).

For this category quality assurance will include the delivery and formative assessment leading towards learning achievements.

This constituent provider will have to ensure that learners receive summative assessment.

3.2 Assessment Centre

The purpose of this category is to allow the centres to perform RPL and summative assessments. This category is for centres that do not provide training but wish to conduct assessments. This category allows for external assessment conducted by registered assessors.¹ Even though there would be no formal training, the centre would be required to have appropriate personnel available for mentoring and coaching purposes.

The purpose of accreditation at this stage is to enable the applicant to Recognise Prior Learning (RPL) and conduct assessments towards credits for national standards registered on the NQF.

3.3 Delivery and Assessment Provider

The purpose of this category is to allow an applicant to become accredited as a constituent provider that would be able to deliver training and perform both formative and summative assessments.

Both theoretical and practical components of unit standards and qualifications can be provided.

3.4 Matrix for the conformance criteria per Category

CRITERION	PROVIDER / CENTRE		
	Delivery Provider	Assessment Centre	Delivery and Assessment Provider
1. The primary focus of the Provider coincides with the scope of coverage of the FoodBev SETA	✓	✓	✓
2. Portfolio of unit standards in application correlates with sum of that of ETD Practitioners (Assessors in the case of Assessment Centres)	✓	✓	✓
3. Registered as constituent provider	✓	✓	✓
4. Quality Management System	✓	✓	✓
5. Develop, deliver and evaluate learning programmes	✓	*	✓
6. Policies and practices for off-site practical or work experience	✓	*	✓
7. Financial, administrative and physical resources	✓	✓	✓
8. Staff selection, appraisal and development	✓	✓	✓
9. The ETD Practitioners that you will utilise for training, registered / must be registered with the FoodBev SETA	✓	*	✓
10. The Assessors that you intend to use to conduct the summative assessments must be registered with the FoodBev SETA	*	✓	✓
11. Learner entry, guidance and support	✓	✓	✓
12. Assessment management system	*	✓	✓
13. Policies and procedures for the moderation of assessments	*	✓	✓
14. Reporting procedures	✓	✓	✓
15. Ability to ensure the achievements of desired outcomes	✓	*	✓
16. Not accredited with another ETQA	✓	✓	✓

4 THE PROCESS OF ACCREDITATION

- Step 1: The applicant submits the application with the supporting documentation to the FoodBev SETA;
- Step 2: The ETQA Officer acknowledges receipt and screens the accreditation application for completeness;
- Step 3: The ETQA Officer completes a report on the application in which approval is recommended or additional information is requested;
- Step 4: The ETQA Manager approves the report;
- Step 5: The ETQA Officer captures the information on the FoodBev SETA database.
- Step 6: The ETQA Officer sets a date for a site visit with the applicant;
- Step 7: The ETQA Officer updates the aforementioned report and includes a recommendation to the ETQA Manager to accredit or reject the application.
- Step 8: The ETQA Manager accredits the applicant as a constituent provider;
- Step 9: The ETQA Officer issues a certificate of accreditation to the applicant on recommendation of the ETQA Manager. This certificate must be co-signed by the ETQA Manager and CEO of the FoodBev SETA;
- Step 10: The ETQA Officer notifies the applicant of the accreditation outcome; and
- Step 11: In cases of denial or provisional accreditation the ETQA Officer sets a date to discuss the accreditation report with the applicant.

If necessary, the FoodBev SETA will appoint an external expert to assist with the evaluation of the application. The cost of this external expert will be to the account of the applicant. The FoodBev SETA will however, consult with the applicant when appointing such an external expert. The FoodBev SETA will make sure that the cost of these evaluations is kept within reason.

5 CONDITIONS OF ACCREDITATION

A FoodBev from Training Providers to adhere to the conditions of accreditation as prescribed by the FoodBev SETA is included in the application form submitted to the FoodBev SETA. By signing the application form it is automatically accepted that the conditions of accreditation as stipulated below are acknowledged and will be adhered to by management with executive powers as well as all other members of the Organisation.

Failure to adhere to these conditions will result in penalisation of the Organisation and may lead to the suspension of accreditation and subsequent de-accreditation of the Organisation.

Conditions

- 5.1 All accredited training against national unit standards and qualifications registered on the NQF should meet an identified need within the Food and Beverages Manufacturing Sector. Needs identified in the Sector Skills Plan of the FoodBev SETA should be addressed. If any additional needs of individual companies are addressed which was not included in the Workplace Skills Plan of the company, the Training Provider should specifically indicate that.
- 5.2 All training should result in the learners gaining meaningful knowledge and skills, which can be used to their advantage and to the benefit of the industry.
- 5.3 Records of training should be kept. These results should be filed for five years where after it should be archived for another five years.
- 5.4 A daily register of attendance of all ETD Practitioners and learners should be kept.
- 5.5 A training schedule of each ETD Practitioner should be available at the offices of the Training Provider.
- 5.6 Personal records of each ETD Practitioner should be kept, including a CV, development plan, development progress, accreditation certificates etc. This should be updated regularly.
- 5.7 A grievance procedure for grievances from ETD Practitioners, learners and unsatisfied clients should be in place, and a copy should be available at the centre.
- 5.8 In the case of "On-the-Job" training, an agreement between the Training Providers and the Customer should be drawn up spelling out the responsibilities of each party in terms of the provision of tools, equipment and personal protective equipment. The ETD Practitioner should keep a copy of this agreement on site. The FoodBev SETA will hold the Training Provider accountable for all requirements to provide the training to the required standards.

- 5.9 Random training audits will be conducted regularly, to determine the standard of training delivered by each ETD Practitioner. Should the FOODBEV SETA representative consider it necessary to repeat an audit because of a deviation from set standards by the Organisation or the ETD Practitioner as an individual, the cost of any follow on audits will be for the account of the Training Organisation. A minimum of two audits per Training Provider per annum will be conducted.
- 5.10 All people involved with training and accredited with the FoodBev SETA have a responsibility towards the FoodBev SETA to deliver quality training. Training Providers therefore undertake to ensure that, through their own conduct, that of their ETD Practitioners and that of all their employees, high quality education and training will be delivered, the conditions of accreditation of the FoodBev SETA will be adhered to and interest of their learners will have priority. This is to ensure that the learners receive the best possible training at all times.
- 5.11 The Training Provider takes full responsibility for the ETD Practitioners in its employ and will ensure that they will adhere to the conditions of accreditation with the FoodBev SETA as contained in this document, as well as any other conditions or regulations referred to by the FoodBev SETA that may not be contained in this document. The Training Provider as an organisation as well as all the ETD Practitioners agrees to adhere to the conditions of accreditation as laid down by the FoodBev SETA.
- 5.12 All Training Providers will submit quarterly (*subject to change*) training schedules for all their ETD Practitioners to the FoodBev SETA. Should these training schedules be altered at any time the FoodBev SETA officials should be notified immediately. If training schedules were not altered and a FoodBev SETA official visits a training venue and the ETD Practitioner to be audited, does not conduct training as scheduled, the Training Provider will be liable for all financial expenses of the FoodBev SETA official. In repetitive cases, suspension of accreditation of the Training Provider may be considered for not conforming to the accreditation conditions of the FoodBev SETA.
- 5.13 Assessments results should be forwarded to the FoodBev SETA quarterly (*subject to change*). This should preferably be done through electronic media.
- 5.14 An example of the certificate that the Training Provider will issue to learners that completes training should be submitted to the FoodBev SETA for ratification. Once the example certificate has been ratified the Training Provider will be authorised to issue certificates to learners that have achieved unit standards and Skills Programmes. A copy of this example certificate of each Training Provider will be kept on record at the FoodBev SETA. If any changes should occur on the certificate the FoodBev SETA should be informed immediately. It would not be required to send copies of every learner's certificate to the FoodBev SETA, but only a summary of the achievements of each learner so that it could be credited on the National Learners Data Base (NLRD) at SAQA.

- 5.15 The FoodBev SETA will issue all qualification certificates e.g. Learnerships etc. Training providers will only issue certificates for the recognition of the completion of Skills Programmes or clusters of unit standards that would not culminate in a qualification.
- 5.16 The FoodBev SETA will register the credits achieved by the learners on the FoodBev SETA database and will forward that information to SAQA for registration on the NLRD, as frequently as required through the policies and procedures of SAQA. *(This may impact on the frequency of reports required from Training Providers).*
- 5.17 The FoodBev SETA will moderate the provision of training and assessments at regular intervals. Notification of such moderation will be given through to the provider or assessor timeously. Information of the training or assessment and venues should be given through to the FoodBev SETA on request. The Training Provider may also be required to complete self-evaluation reports from time to time. These reports should be forwarded to the FoodBev SETA on request.
- 5.18 Full audits of the activities of the Training Providers and Assessors will be conducted annually. A panel of experts may be selected for this purpose and the Training Providers and Assessors will be required to give full co-operation to conduct this audit efficiently. Notification of audits will be given at least one month prior to the audit.
- 5.19 All training and assessment results and other records will be kept at the administrative centre of the Training Organisation, and will be at the disposal of any authorised FoodBev SETA representative on request. Training schedules of all ETD Practitioners will also be available at this centre.
- 5.20 If the Training Provider or any ETD Practitioner in its employ do not comply with any rule, regulation, or condition of accreditation as laid down by the FoodBev SETA, the FoodBev SETA may suspend the accreditation of such party / parties immediately. Suspension of accreditation will be communicated to the Training Providers as well as their current clients.

6 REQUIRED DOCUMENTATION

- 6.1 Completed Accreditation Application form (Pages 1, 1a, 2, 2a, 4 and 4a in the Excel workbook)
- 6.2 Completed ETD Practitioner forms (Pages 3 and 3a in the Excel workbook)
- 6.3 Completed Registration of Assessor forms
- 6.4 Proof of registration with SARS
- 6.5 Proof of legal status of organisation
- 6.6 Policies and Procedures in respect of your Quality Management System which includes the following:
 - 6.7 Education and training quality mission
 - 6.8 A Quality Management System which includes:
 - 6.8.1 A copy of the policy and procedure for the compilation of QMS documentation (and the respective quality assurance documentation)
 - 6.8.2 A copy of the policy and procedure for QMS documentation control (and the respective quality assurance documentation)
 - 6.8.3 A copy of the policy and procedure for customer complaints (and the respective quality assurance documentation)
 - 6.8.4 A copy of the policy and procedure for the handling of non conformances (and the respective quality assurance documentation)
 - 6.8.5 A copy of the policy and procedures for taking corrective actions (and the respective quality assurance documentation)
 - 6.8.6 A copy of the policy and procedures for taking preventive action (and the respective quality assurance documentation)
 - 6.8.7 A copy of the policy and procedure for management review (and the respective quality assurance documentation)
 - 6.8.8 A copy of the policy and procedure for internal audits (and the respective quality assurance documentation)

- 6.8.9 Procedure for the development of new training materials outlining the process of how develop new training materials
- 6.8.10 Procedure for program delivery outlining the timeframe for theory and practice, steps to follow to deliver the training program
- 6.8.11 Training program evaluation forms to be completed by the learner at the end of the training
- 6.8.12 Policies for off-site/ work-site training provisioning
- 6.8.13 A copy of the policy and procedure for the selection of assessors, moderators and ETD Practitioners (and the respective quality assurance documentation)
- 6.8.14 Evidence on the current or future training needs of staff responsible for the administration, training, assessments and moderation
- 6.8.15 A copy of the performance management process to evaluate the performance of administrative staff, ETD Practitioners, assessors and moderators
- 6.8.16 A copy of the Recognition of Prior Learning Policy (and the respective quality assurance documentation) A copy of the formative assessment policy
- 6.8.17 A copy of the procedure of formative assessment of learners outlining the process to formatively assess the learner during and after the delivery
- 6.8.18 A copy of the summative assessment policy and procedures outlining who will conduct the summative assessments, how fair, valid and reliable assessments will be conducted (and the respective quality assurance documentation)
- 6.8.19 A copy of the formative assessment policy
- 6.8.20 An updated copy of the reporting policy and procedure that specifies that the recording of assessment results will be monthly
- 6.8.21 A copy of the learner appeals policy and procedures (and the respective quality assurance documentation)
- 6.8.22 An internal moderation policy and related procedures that outlines who will conduct the moderations, where, when and how moderations will be conducted (and the respective quality assurance documentation)
- 6.8.23 A copy of the policy and procedures for moderator appeals (and the respective quality assurance documentation)

- 6.8.24 A process flow of the provision of training within the organisation.
- 6.8.25 A copy of your certification policy and procedure (and the respective quality assurance documentation)
- 6.9 A list of the organisations' resources (facility, equipment, software, personnel, services and customer database)
- 6.10 A list of the equipment and facilities to be used in the provision of training, listed per unit standard on which training will be provided.
- 6.11 Copies of training material in respect of four unit standards per qualification for which you are applying for accreditation and the related copies of assessment guides. Please note that the ETQA Co-ordinator processing applications for Accreditation / Extension of Accreditation will inform you of the unit standard numbers of the required learner and assessment guides once you have indicated the details of your application, i.e. qualification (*including Elective unit standards*) / skills programme / unit standards you are applying for Accreditation / Extension of Accreditation for.
- 6.12 A matrix linking all Assessment Criteria of all Specific Outcomes of all unit standards for which you would like to apply for accreditation with pages in your learning material and assessment methods.
- 6.13 ETD Practitioner Matrix per qualification / skills programme for which you are applying for accreditation. This matrix should depict the provisioning of training by an ETD Practitioner for every unit standard in the qualification/skills programme. *Please see example below.*

Microsoft Excel - Book1

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	A	B	C	D	E
1	Name of Company				
2	ETD Practitioner Matrix				
3	National Diploma: Food & Beverage: _____, NLRD _____				
4					
5	Name of ETDP	Unit Standard No. 1234	Unit Standard No. 2345	Unit Standard No. 3456	Unit Standard No. 4567
6	IM Lecturn		x	x	
7	ZA Beatie	x			x
8	UV Raymond		x	x	
9	AR Zeelie	x			x
10	NZ Nxumalo	x	x	x	
11	BE Shepherd				x
12					
13	Name of Internal Moderator: _____			Date: _____	
14	Signature: _____				
15					

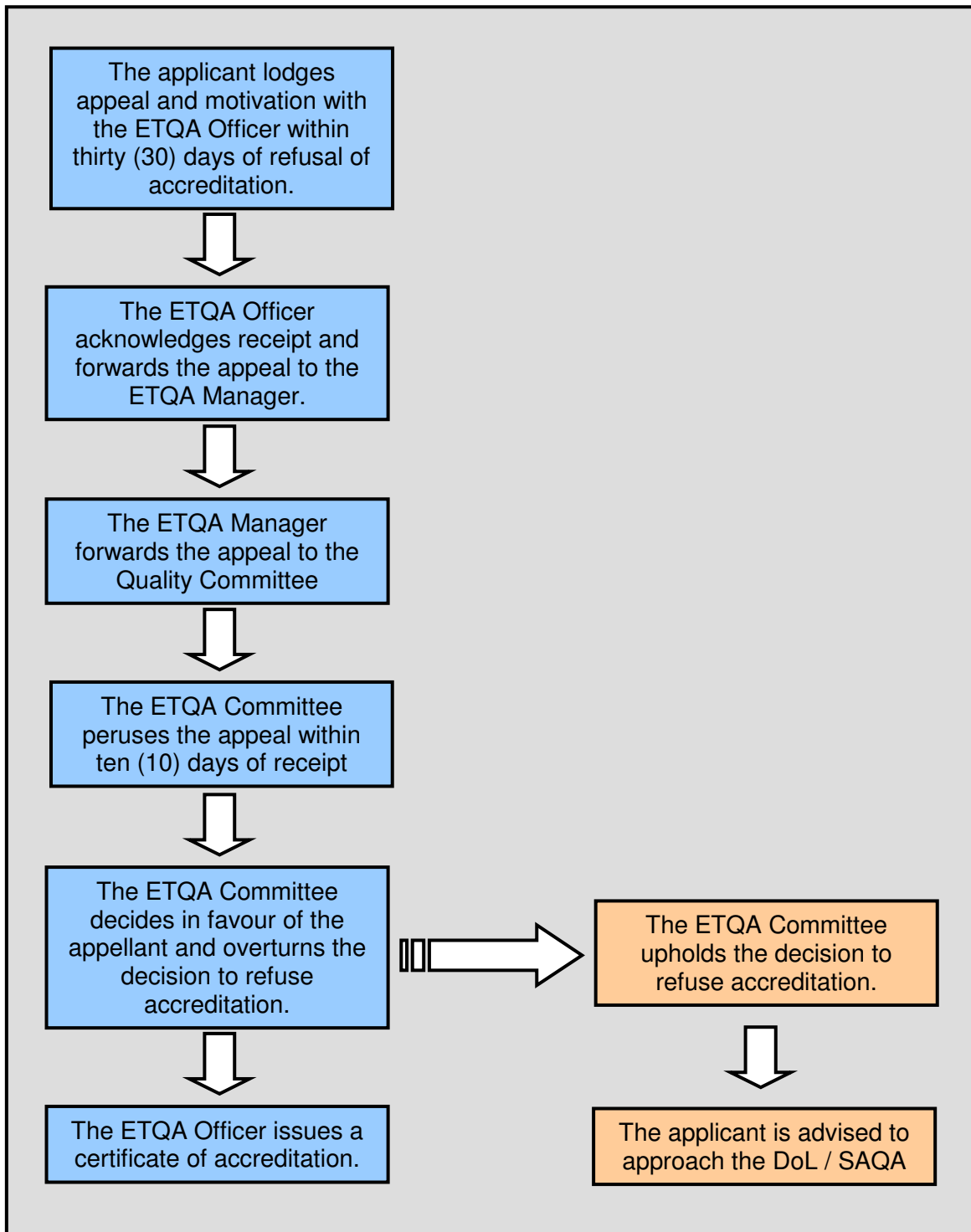
- 6.14 An Assessor Matrix completed as per the ETD Practitioner Matrix.
- 6.15 A signed statement to obtain the format of reporting from the FoodBev SETA

- 6.16 A commitment to report monthly to the FoodBev SETA on learners assessed
- 6.17 A commitment to report quarterly to the FoodBev SETA on learners to be trained and to be assessed
- 6.18 A signed statement that your organization has obtained a copy of the FoodBev SETA Certification Policy and Procedure
- 6.19 A signed statement that your organisation will adhere to the FoodBev SETA Certification Policy and Procedure
- 6.20 A pro-forma certificate. The certificate and / or certificate letter must at least include the following:
 - 6.20.1 Full names and surname of the learner
 - 6.20.2 Identification Number of the learner
 - 6.20.3 Details of the cluster of unit standard (Title, NLRD Number, NQF Level and No of credits) or
 - 6.20.4 Details of the skills programme (Title, FoodBev SETA registration number, NQF Level and No. of credits)
 - 6.20.5 Date issued
 - 6.20.6 Certification number
 - 6.20.7 FoodBev SETA Endorsement number
 - 6.20.8 Signature of the dedicated person(s)
- 6.21 A written request to use the FoodBev SETA logo on the learner certificates
- 6.22 An *NQF Strategy* that outlines the manner in which the organisation will ensure that the 5 NQF objectives are addressed during the period of accreditation
- 6.23 A signed statement indicating your commitment of "*One Provider One ETQA*"

7 EXTENSION OF ACCREDITATION

- 7.1 Accreditation is not automatically granted when skills programmes are registered. Training providers who have registered skills programmes must apply for an extension of their accreditation to cover those skills programmes.
- 7.2 Where qualifications have been replaced training providers must apply for an extension of their accreditation to cover the new qualification as this does not take place automatically.
- 7.3 Where unit standards have been replaced within a qualification that is current it is necessary for training providers to submit assessment results for the unit standards as reflected on the qualification at the time of learner registration. Learner assessment results submitted must be in accordance with accreditation granted to the relevant training provider.
- 7.4 Training providers may not register learners on learnerships / skills programmes for which they have yet to apply for accreditation or submit assessment results through assessors in their employ for whom an extension of scope to include the relevant qualification / skills programme has been granted.
- 7.5 Training providers do not need to apply for an extension of their accreditation in respect of skills programmes which consist only of unit standards contained in qualifications for which they have previously been granted accreditation. These skills programmes must however still be registered with the FoodBev SETA.

8. APPEALS PROCEDURE



9. DEFINITION OF TERMS

In the FoodBev SETA application, any expression has the following meaning unless the context indicates otherwise:

"Accreditation" means the certification, usually for a particular period of time, of a person, a body or an Organisation 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;

"Act" means the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995);

"Assessor" means 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, and "constituent assessor" has a corresponding meaning;

"Constituent" means belonging to the defined or delegated constituency of an organisation or body referred to in these regulations;

"Education and Training Quality Assurance Body" means a body accredited in terms of section 5(1)(a)(ii) of the Act, responsible for monitoring and auditing achievements in terms of 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;

"Moderating Body" means a body specifically appointed by the Authority for the purpose of moderation;

"Moderation" means the process, which ensures that assessment of the outcomes, described in National Qualifications Framework standards or qualifications, is fair, valid and reliable;

"National Qualifications Framework" means the National Qualifications Framework approved by the Minister of Education for the registration of national qualifications and standards.

"Outcomes" means the contextually demonstrated end products of the learning process;

"Primary focus" means that activity or objective within the sector upon which an organisation or body concentrates its main efforts;

"Provider" means a body, which delivers learning programmes, which culminate in specified National Qualifications Framework standards or qualifications, and /or manages the assessment thereof. In this Accreditation Guidelines of the FoodBev SETA provider refers to an organisation providing the abovementioned services in the Food and Beverages Manufacturing sector;

"Quality assurance" means the process of ensuring that the degree of excellence specified is achieved;

"Quality audit" means the process of examining the indicators, which show the degree of excellence achieved;

"Quality management system" means the combination of processes used to ensure that the degree of excellence specified is achieved;

"Registered standards" means standards or qualifications registered on the National Qualifications Framework;

"SAQA Act" means the South African Qualifications Authority Act, No. 58 of 1995;

"Standards Generating Body" means 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 or qualifications have been assigned in terms of section 5(1)(b)(i) of the Act.

10. LIST OF ACRONYMS

ETQA	Education and Training Quality Assurance Body
ETD Practitioner	Education, Training and Development Practitioner
FoodBev SETA	Food and Beverages Manufacturing Industry Sector Education Training Authority
MT Act	Manpower Training Act, No. 56 of 1981
NLRD	National Learner Records Database
NQF	National Qualifications Framework
OBET	Outcomes-Based Education and Training
QMS	Quality Management System
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SAQA Act	South African Qualifications Authority Act, No. 58 of 1995
SD Act	Skills Development Act, No. 97 of 1998
SETA	Sector Education and Training Authority
SGB	Standard Generating Body
SMME's	Small, Medium and Micro Enterprise

