THE ROAD TO SUCCESS:

THE SKILLS DEVELOPMENT PROVIDER'S GUIDE TO OFFERING OCCUPATIONAL QUALIFICATIONS

QCTO
Quality Council for Trades & Occupations

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Introduction

Welcome to the world of the Quality Council for Trades and Occupations (QCTO). The QCTO is responsible for quality assuring all occupational qualifications that are registered on the Occupational Qualifications Sub-Framework (OQSF). This guide is designed to help you on your journey to becoming a Skills Development Provider who can successfully run quality occupational learning programmes. All information contained in this guide is based on the QCTO policies that can be found at www.qcto.org.za under the Resources tab. It is recommended that you find the latest versions of the policies on the website and keep them nearby as a reference.

This guide is divided into 3 main sections that reflect the 3 key processes involved in running occupational qualifications:

Accreditation is the process followed by a potential Skills Development Provider to get official approval from the QCTO to offer occupational qualifications, part qualifications and skills programmes.

Implementation refers to how the SDP delivers the programme, including facilitation, learner administration, internal assessments, and everything else related to the roll out of the programme up to the registration of learners for the EISA.

Assessment refers to the process for completing the External Integrated Summative Assessment at the end of the programme. Learners must successfully pass this assessment to be awarded the qualification certificate.

Each section includes information on the process and guidelines that must be followed, as well the criteria you need to meet. There are also tips from accredited SDPs on how they are currently successfully implementing programmes so that you can learn from what works for them. These tips come from a range of SDPs in different settings including public TVET, private providers, urban, rural, large, and small. Hopefully, by drawing from their wisdom and experience, you can run your qualifications successfully from the first time.

[Occupational qualifications are] a grey area in the beginning, but as soon as you get involved you will enjoy. It gives learners and facilitators the opportunity to explore.
- Rural TVET SDP

How To Use This Guide

Use the following icons as a guide to the categories of information provided.

Accreditation Process

Action to take

Assessment process

Criteria that must be met

Frequently asked question

Implementation process

Important – take note!

Information

Information that applies to N4-N6 Programmes (NATED Report 191) programmes

Process at QCTO

QCTO form or document

Timeframe

Tips for success from current SDPs

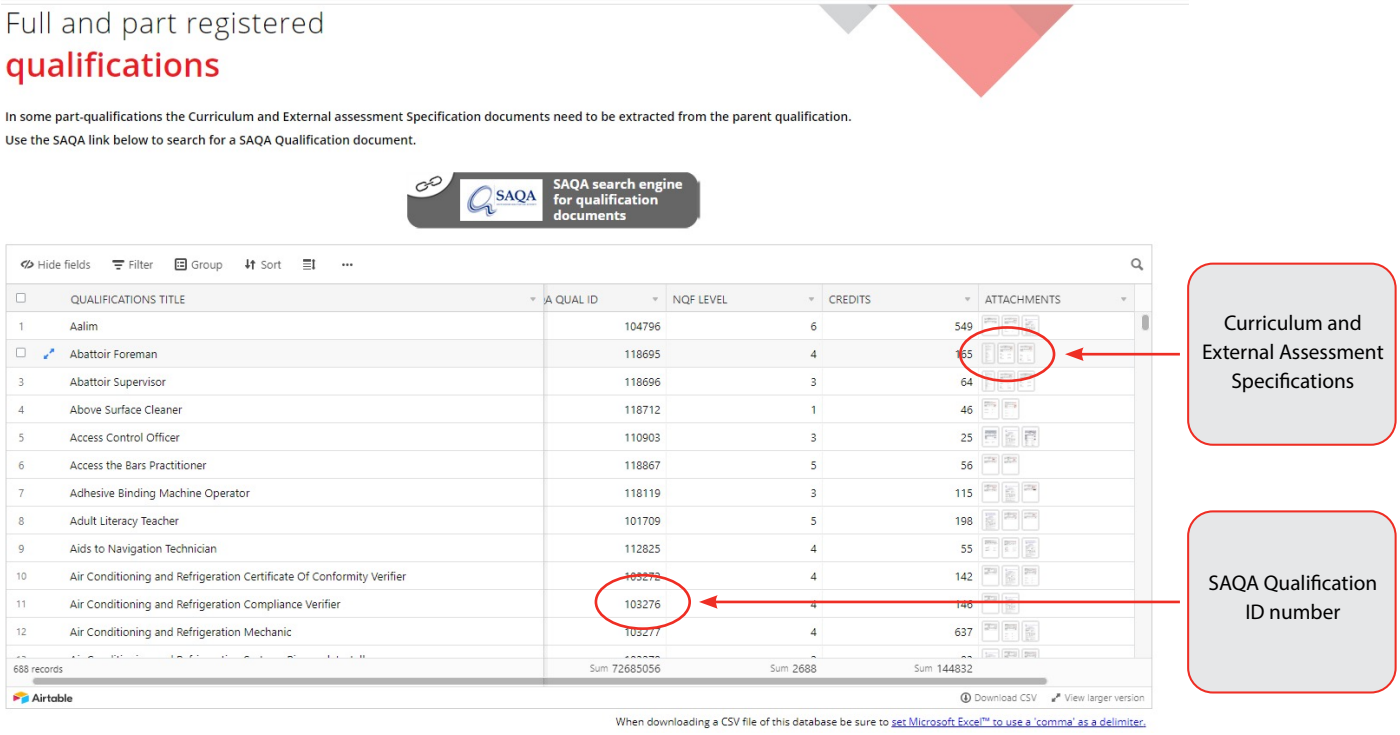
Information that applies to Trade qualifications

Accreditation for Qualifications and Part Qualifications

Deciding on a Qualification

The first part of successfully delivering occupational qualifications is to become accredited as a Skills Development Provider (SDP). To do this, you need to start by deciding which qualification(s) you want to offer. A full list of all registered qualifications and part qualifications can be found on the QCTO website at https://www.qcto.org.za/full---part-registered-qualifications.html

For each qualification, you can download the Curriculum and External Assessment Specifications document that you will need. Each qualification has its own unique ID number, indicating that it has been registered by SAQA. You can use the ID number to search for the SAQA qualification document in the SAQA database of registered qualifications. These 3 documents will guide you on what the qualification requires.



Read through all 3 documents carefully. Make sure you understand the qualification requirements before you start the process.

Preparing the Application

The QCTO has a set of criteria and guidelines for accreditation that you must meet to be accredited. The accreditation criteria and guidelines specify the documents you will need to submit with your accreditation application.

Institutional Compliance

For QCTO to accredit you as a Skills Development Provider, you will need to show that your institution meets all the legal requirements and is capable of running the programme. Make sure that you have all the documents ready when you apply. You will need the following company documents:

- CIPC registration documents or proof of establishment (PTY, CC, NGO, NPO, Public Institution).
- The latest Tax Compliance Status (TCS). State entities like government schools, departments, universities, and TVET and CET colleges are exempted from the tax compliance requirement.
- Proof of financial stability (Financial Statements for institutions operating for more than a year or a Business Plan for institutions operating for less than a year).
- A valid Occupational Health and Safety (OHS) audit report issued by an authorised person.
- Proof of ownership of the premises (letter from tribal authority, municipal rates and taxes) or a lease agreement of the training premises.

All applicants must provide proof of a physical address even if they are delivering the programme online or through mobile training units. The physical address is normally where the SDP is based and in line with CIPC requirements.

- Signed Workplace MoU (clearly defining the deliverables according to workplace component of the qualification as specified on the Curriculum document).

Applicants who are unable to provide a signed workplace MoU must complete the **Sworn Affidavit** to ensure workplace exposure for learners enrolled on Occupational Qualifications Sub-Framework (OQSF) related Qualifications (see Annexure A at the end this guide).

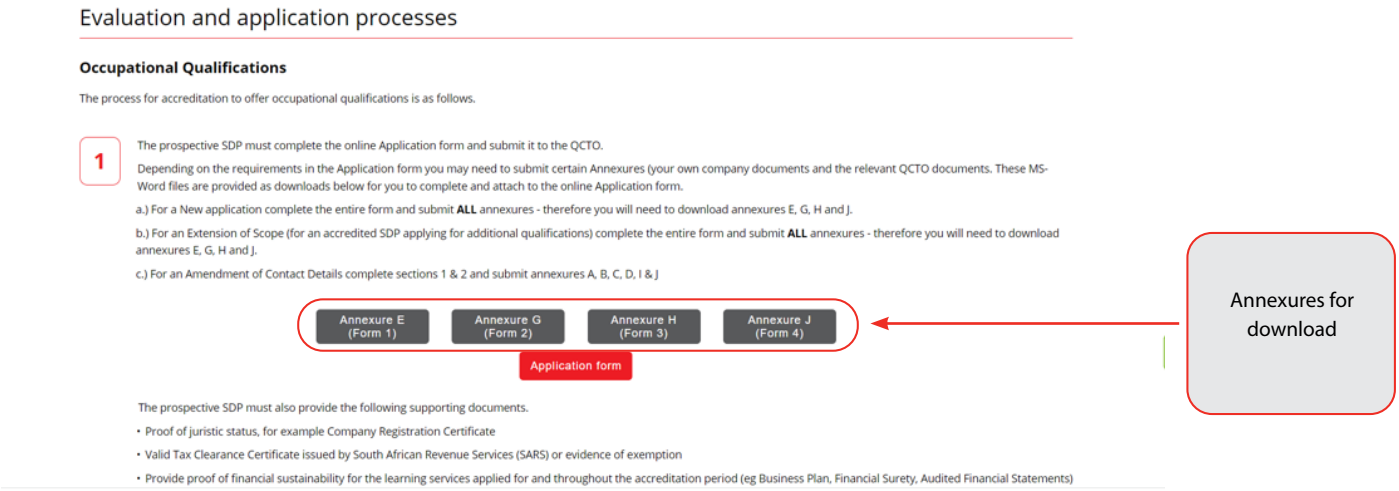
- Curriculum Vitae (CV) of Facilitators/Assessors and certified copies of ID and Qualification certificates. Details of foreign personnel accompanied by their valid work permits authorising them to work within the Republic of South Africa according to the Immigration Act 13 of 2002.

Documents that need to be certified, must be recently certified (not older than 6 months) and valid at the time of application.

Programme Delivery Readiness

Physical, Human Resource, and Legal requirements for each Knowledge and Practical Skills module in the Curriculum document are included under the heading "Provider Programme Accreditation Criteria". The requirements for Workplace Experience modules are included under "Criteria for Workplace Approval". These are the requirements that QCTO will use to decide whether you are ready to deliver the programme.

To show that you are ready to deliver the programme, you will need to complete forms that cover criteria such as how you plan to implement the different modules, your institution's policies, and how your learning material covers the content in the modules. These forms are found in the section "Evaluation and application processes" on the "For Skills Development Providers (SDPs)" page under the Services tab. You will need to download and complete these as part of your application.

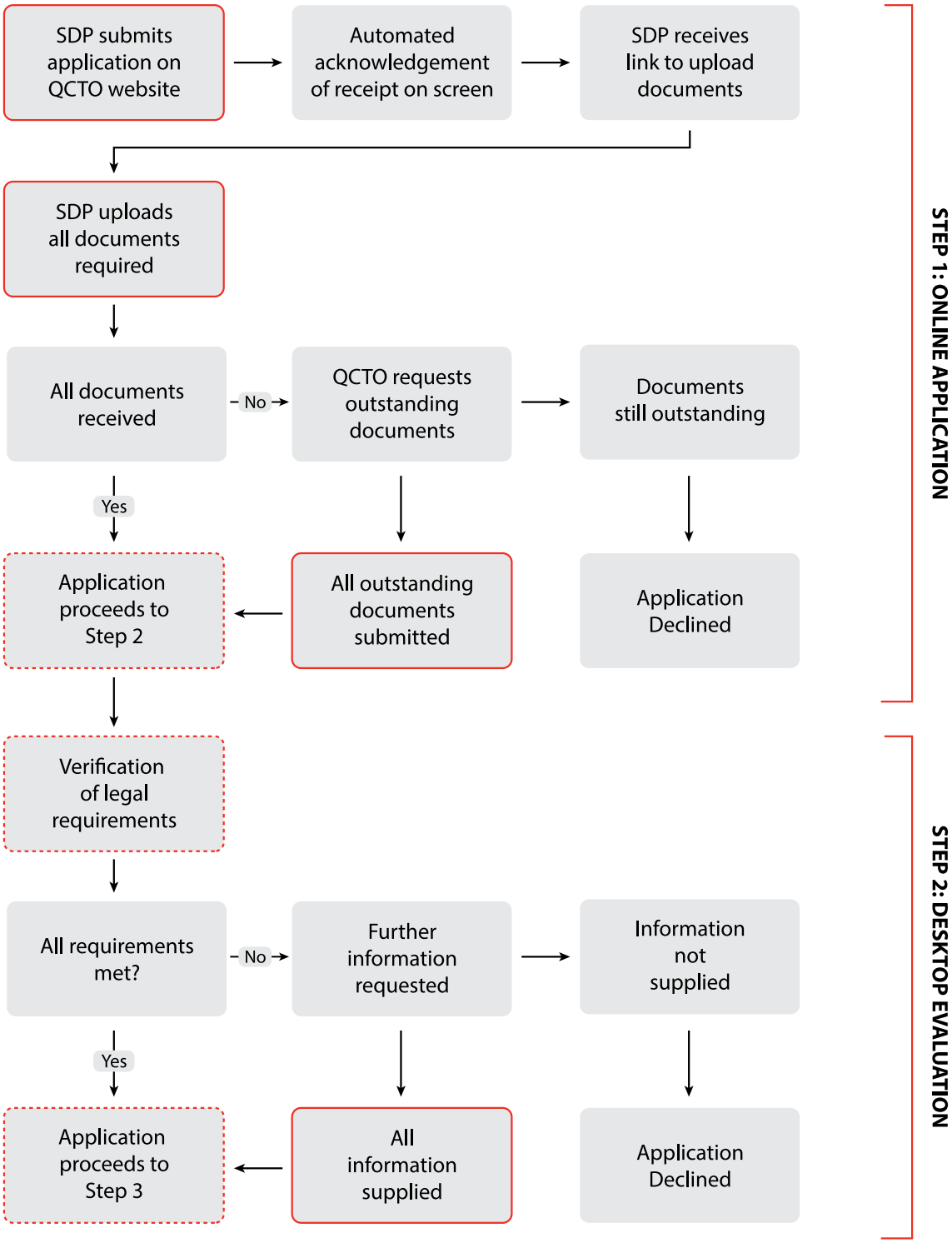


ANNEXURE NAME	DESCRIPTION
Annexure E Implementation Plan/ Programme Delivery Strategy	This form requires you to explain how you plan to implement the qualification. You will also need to give information about: • Your facilitators for each module • Your physical resources • Your internal quality assurance process
Annexure G Learning Material Matrix	This form requires you to supply information about the learning resources that you plan to use to cover the Curriculum content.
Annexure H Learning Matters	This form focuses on your institution's profile and ability to roll out an occupational certificate. You will also need to include the following documents: • Teaching and Learning Policy • Assessments Policy • Appeals Policy • Learner prospectus and marketing material used (if you have them)
Annexure J Signed Declaration	This form requires you to sign a declaration that all the legal compliance, governance, management, and administration requirements have been met. You must also confirm that the documents you submitted correctly reflect your institution.

The Accreditation Policy allows SDPs to use different modes of programme delivery such as face-to-face contact mode, online delivery, and mobile training units or a blended mode of delivery, provided the qualification, part qualification, or skills programme allows it. You will need to explain how you plan to deliver your programme as part of your Implementation Plan/Programme Delivery Strategy.

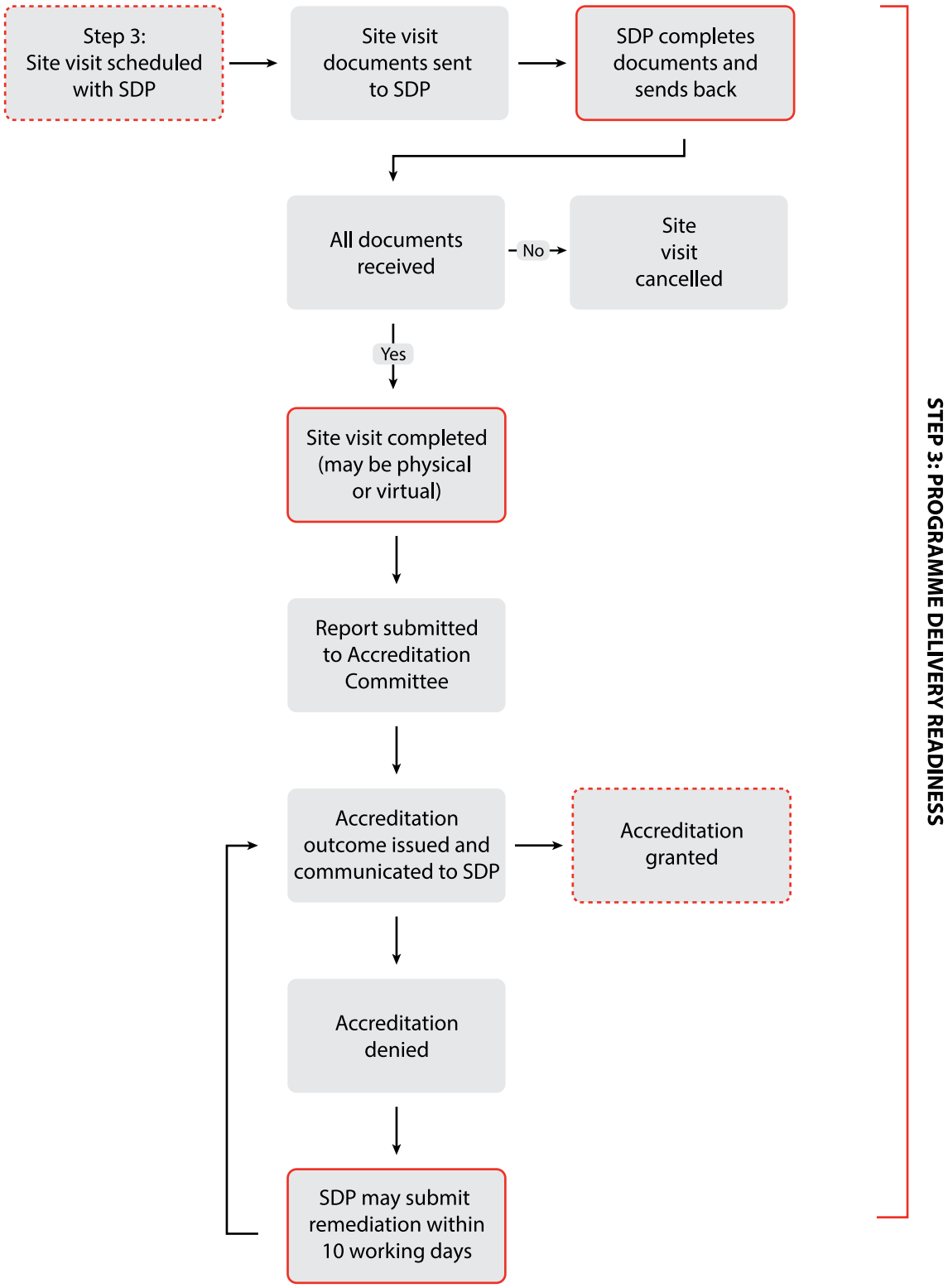
Applying for Accreditation

Accreditation Process



SDP Action steps

From previous step/
To next step



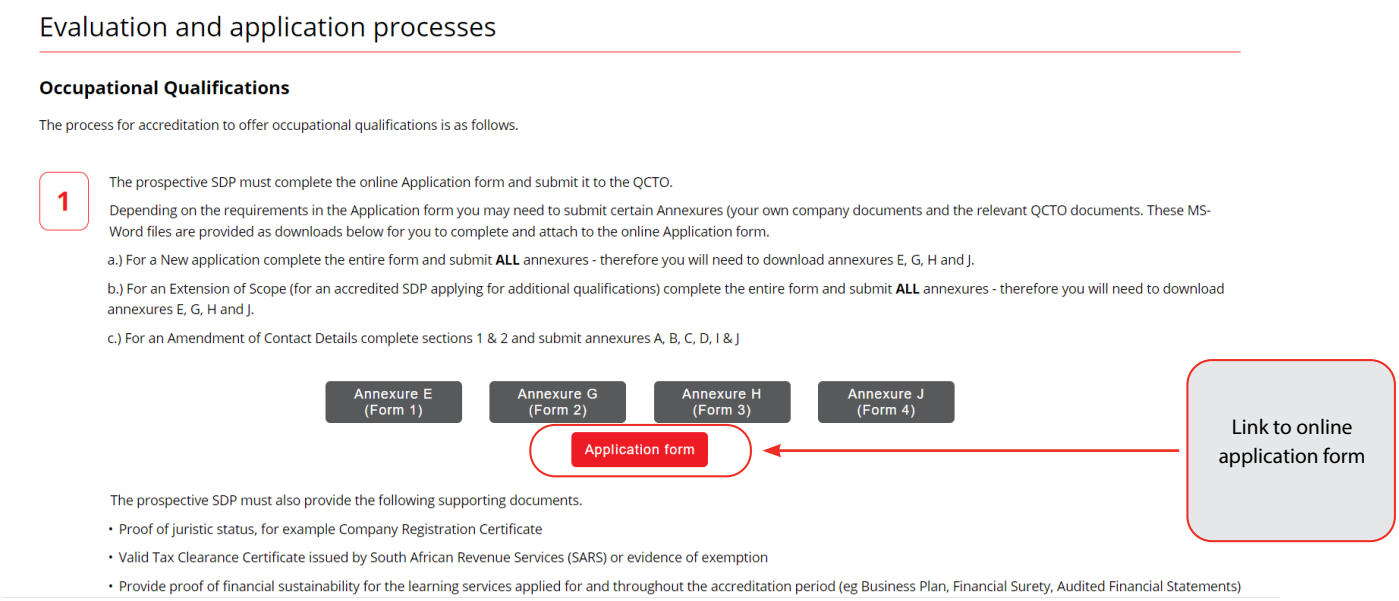
The timeframe for accreditation applications is 90 working days starting from when the upload of all the required supporting documents is complete and this has been confirmed by the QCTO.

Step 1: Application

Step 1 of the accreditation process is the online application. This must be done through the QCTO website.

Online Form

The link to the application form is found in the section "Evaluation and application processes" on the "For Skills Development Providers (SDPs)" page under the Services tab.



There is a **separate online application** form for accreditation to deliver the N4-N6 Programmes (NATED Report 191). This link can be found lower down on the same page.

All the information needs to be filled out in the online application form, and the questionnaire and declaration must also be completed before you can click submit. You will not have to upload any documents during the online application. When you have submitted your application, you will receive an acknowledgement of receipt on the screen.

The system currently does not generate a copy of your application. Make sure that you keep your own record of the information that you submitted in your online application form.

Document Upload

Once your online application form has been submitted, it is processed, and a request to upload your supporting documents will be sent via email to the contact person on the application form. The email will have a link to the platform where the documents must be uploaded.

SDPs applying for accreditation for N4-N6 Programmes (NATED Report 191) will also receive a Pro-Forma Invoice for the non-refundable Desktop Evaluation fee of R2 000.00. Proof of payment must be sent when you return the site visit confirmation documents.

The upload link will be sent in the following calendar month. Once received, you have 5 working days to submit your documents.

Step 2: Desktop Evaluation

The desktop evaluation is conducted by the QCTO and verifies the legal requirements. If there are documents missing, the QCTO will request further information or reject the application. If all the requirements are met, your application can proceed to Step 3.

Step 3: Site Visit

This is the last step in the accreditation process where all your application details will be checked during either a virtual or physical site visit. You will be sent information on the site visit date together with documents that you will need to complete. These must be sent to the QCTO before the site visit can be conducted.

NAME	DESCRIPTION
Form 1 - Site Visit Confirmation Sheet	Signing this document confirms that you have accepted the site visit date. It also indicates the addresses where each of the Curriculum components will be delivered.
Form 2 - QCTO Covid-19 Checklist	This confirms that you have the required protocols in place in line with legislation.
Form 3 - Implementation Plan/ Programme Delivery Strategy	This is the same document that you submitted as Annexure E.
Form 4 – Learning Material Matrix	This is the same document that you submitted as Annexure G.
Form 5 – Evaluation Tool for Programme Delivery Readiness	This is the tool that the QCTO will use to evaluate all the evidence you provide to show that you are ready to roll out the programme. By completing this document, you can make sure that you have addressed all the criteria before the site visit happens.
Form 6 – QCTO Accreditation Application Checklist	This checklist shows that you have all the documents required for the accreditation application site visit.

You may cancel the site visit 7 working days prior to the confirmed appointment. If you don't cancel and you are not prepared for the visit, the QCTO may decline your application and you will have to reapply.

Learning Material

While the QCTO does not prescribe learning material, you must have a full set of learning material for the qualification that you want to offer. The material must meet the requirements in the Curriculum document, and evidence of this must be recorded in the Learning Material Matrix that you submitted for the Desktop Evaluation.

If there is a statutory Professional Body for the occupation (e.g. Social Auxiliary Worker, Real Estate Agent, etc.), check with the relevant Professional Body/Council whether you need to get your learning material approved by them.

When designing/buying learning material, it is useful to make sure that:

- It is pitched at the correct NQF level for the qualification.
- There is sufficient volume of content in line with the credit value of the modules.
- You have a clear programme strategy that takes into account the best way to deliver the programme to ensure the learning takes place (for example module integration or links between the knowledge, practical, and workplace components).
- You use a variety of resources (e.g. videos, textbooks, articles, etc.) to enrich the learning experience.
- The learner material is understandable for the learners.
- Your facilitators and SMEs are involved.

The QCTO does not endorse or provide learning material for any qualifications.

Physical Requirements

During the site visit, the verifier will check to make sure that you have all the necessary resources to deliver the qualification(s) you have applied for. This includes sufficient training rooms for face-to-face delivery, and compliance with Occupational Health and Safety requirements. If the knowledge and practical components are going to be delivered at different sites, the verifier may ask to view both sites.

You will need Training Inventory Checklists for both the knowledge and practical components that detail the resources for each.

For Trade qualifications, the SDP must also show that they have the required equipment according to the NAMB Equipment List for the Trade.

Institution Management

At the site visit, the verifier will also look at the Quality Management System (QMS) in place for managing the institution. A detailed list of these requirements is included in the consolidated accreditation checklist that follows. It is important that your institution's policies and procedures reflect what you are actually planning to do during implementation, as they are meant to support you during implementation.

Consolidated Accreditation Criteria Checklist

Institutional Compliance		
1.	CIPC registration documents or proof of establishment (PTY, CC, NGO, NPO, Public Institution)	
2.	Your latest Tax Compliance Status (TCS) – State entities like government school, departments, universities, TVET, and CET colleges are exempted from the above tax compliance requirement	
3.	Proof of financial stability	
4.	A valid Occupational Health and Safety (OHS) audit report issued by an authorised person	
5.	Proof of premises	
6.	Signed Workplace MoU or QCTO Affidavit	
7.	Curriculum Vitae (CV) of Facilitators/Assessors and certified copies of ID and Qualification certificates (plus work permits for all foreign personnel)	
8.	Signed Employment Contracts or SLAs for each Facilitator including the job description/responsibilities of the facilitator in relation to the SDP	
Programme Delivery Readiness		
9.	Annexure E (Form 1): Implementation Plan/ Programme Delivery Strategy	
10.	Annexure G (Form 2): Learning Material Matrix	
11.	Annexure H (Form 3): Learning Matters	
12.	Annexure J (Form 4): Signed Declaration	
13.	Learning material for all modules that is aligned to the Curriculum document requirements	
14.	Sufficient, qualified staff for all modules as per the requirements in the Curriculum document	
15.	Checklist of resources/Training Inventory for the knowledge component	
16.	Checklist of resources/Training Inventory for the practical component	
17.	Equipment required for the Trade as per the NAMB checklist (Trade qualifications only)	
18.	Classrooms/venues with basic amenities such as chairs, tables, chalkboard or whiteboard, sufficient lighting, and ventilation for face-to-face delivery	
19.	Facilities where the simulation or practical training for the qualification will be conducted	
20.	A learner placement strategy for the workplace component as well as a logbook aligned to the Curriculum document	
21.	Career pathway mapped and defined to learners (e.g. career pathway map or diagram for the occupational qualification; vertical and horizontal articulation)	
22.	Learner support services, before, during, and after the training intervention	
23.	Learner Management Information System (LMIS) that will support Confidentiality and the Protection of Personal Information Act (PoPIA) and includes systems for back-ups and access control (security)	
Management of the Institution		
24.	Organogram of the institution	
25.	Policies to govern the management of the institution including: • Governance and Finance • Human Resources • Training (Teaching and Learning) • Assessment • Certification • Appeals • Occupational Health and Safety • COVID 19 Policy • Refund Policy	

For **virtual site visits**, you will need to make sure that you have a reliable network and internet connection. All documents will have to be provided electronically. Your computer should allow the verifier to see the premises (i.e. should have a camera) and the session will be recorded for reference.

After the Site Visit

Once the site visit has been done, the verifier(s) will write a report to submit to the Accreditation Committee. Based on this report, the Committee will decide whether or not to issue the SDP with accreditation for the requested qualification(s). If your accreditation is approved, you will be issued with your SDP Accreditation Letter.

Should your application for accreditation be declined, you may have the option to submit any remedial evidence that proves your compliance with the criteria you were declined on. This must be done within 10 working days of receiving the outcome of your application.

Your accreditation is valid for 5 years. Before you reach the end of your accreditation cycle, you will need to follow the same process to re-apply for accreditation.

Appeals

If you feel that you need to appeal the outcome, you can email accreditation@qcto.org.za to request an appeal within 7 working days. However, be aware that your application will be evaluated using the same criteria and requirements.

Frequently Asked Questions

What about extension of scope?

You will need to use the same online application process and submit all the annexures for the new programmes that you want to offer. When the site visit is conducted, you will have to show that you have learner uptake on the programme that you are already accredited for, or else provide reasons for you why you need the extension of scope if there is no learner uptake.

How do I apply for accreditation for a skills programme?

You will need to use the same online application process and submit all the annexures according to the requirements in the Skills Programme document found on the QCTO website.

Can I use a consultant to help me with accreditation?

QCTO will only deal directly with you as the applicant and does not promote the use of intermediary institutions or consultants. If you do decide to use a consultant to help you, make sure that:

- The contact details on the application form are those of the SDP contact person and not the consultant.
- Any information provided relates to the SDP and not the consultant (e.g. QMS).
- They declare their role during the site visit.
- You as the SDP are responsible for the site visit.
- At the end of the process, the SDP understands the requirements of, and is capable of implementing, the programme.

Successful Programme Delivery Implementation

Now that you have been accredited, it is time to begin the biggest part of the journey – rolling out the programme. The implementation of a quality programme takes time and commitment but, if done properly, produces qualified learners who can pass the EISA the first time.

If you don't truly have a passion for what you do, you've lost it.
- SDP

Learner Enrolments

The first step in implementing is to enrol learners. Learners will need to provide you with copies of their Identity Documents (or passports for foreign learners) as well a copy of their matric certificate if they have completed Grade 12. They will also need to give you copies of any other qualifications that they have completed.

Learners with foreign qualifications will need to have them verified by SAQA before they can be registered.

Once you have captured all the learners' information, it will need to be sent to the QCTO to enrol learners on the qualification. This must be done so that the QCTO can arrange for QA monitoring during the implementation of the programme.

You have need to enrol learners with the QCTO for qualification quality assurance. Learner information and requirements for funded learnerships will also need to be sent to the SETA.

You have 21 days to enrol learners with the QCTO after they have enrolled at your institution.
The timeline for enrolling learners for a skills programme is 5 days.

- You will need to submit your learner data on the QCTO Learner Enrolment and Readiness for EISA File spreadsheet. Refer to the QCTO Learner Enrolments Guideline document for instructions on how to complete the learner upload spreadsheets for qualifications and part qualifications. Completed spreadsheets should be emailed to learnerenrolments@qcto.org.za.
- For skills programmes, you must complete the QCTO Skills Programme Enrolment Form. Use the Data Load Specifications Guide for skills programme uploads. Completed spreadsheets should be emailed to SPLearnerEnrolments@qcto.org.za.

Before enrolling learners, make sure they meet the entry requirements for the qualification. You can find the entry requirements in the Curriculum document. You may also need to use an access assessment instrument to confirm that the learner has the necessary literacy and numeracy level to undertake the qualification.

SDP Programme Implementation Plan

Before you roll out a new intake, make sure that you have a clear implementation plan. Your implementation plan should be in line with the programme strategy and delivery modes that you set out in your accreditation application documents. The plan should include time frames for the roll out of each module as well as an assessment plan that sets the timetable for conducting internal assessments.

The implementation plan helps you keep track of where you are in the programme and allows you to show the status of your learners based on where they are in the programme. It is an important part of the record keeping function to make sure that your implementation plans are kept updated if anything changes.

- Plan your implementation phases carefully and include quality assurance right from the beginning of the programme.
- Tracking your implementation plan status, including the roll out of assessments, allows you to keep track of learners and ensure that the programme is rolling out correctly.

During monitoring, the status of learners based on the implementation plan will be checked.

Internal Assessments

A clear assessment plan must be included as part of the implementation plan. Learners must be formally assessed on every module and the results recorded. Internal Assessment Criteria are found at the end of each module and should be used to design the assessments. All Internal Assessment Criteria must be assessed during the programme to ensure that learners are ready for the EISA.

Subject Matter Experts (SMEs) must be used to facilitate and internally assess learners.

Make sure that your learner records include assessment and reassessment dates as well as outcomes.

Assessments are not just about proving competence. It is important to include formative assessments during the programme that allow you to assess for and address any learning gaps in learner knowledge and skills before they are summatively assessed.

Record Keeping

Good record keeping is part of implementing a successful programme. Make sure that you keep your learner records up to date. Records of learner details and assessment results must also be kept securely where they can only be accessed by approved staff members. The Protection of Personal Information Act (PoPIA) is extremely strict about how you are allowed to handle personal information and compliance in your record keeping is a legal requirement.

Facilitators and assessors should update their records regularly and be supported in their reporting with tools that make it easy to capture information.

Make sure that your learner documents are kept safe and that you know where to access them. You will need the information for monitoring visits but also when you register learners for their EISA.

Human Resources

It is important to make sure that you have sufficient staff to implement your programme successfully. Even if you are a very small SDP, make sure that there is at least 1 person who understands training and how to implement occupational training programmes. It is also important that someone is responsible for record keeping and updating the LMIS with the status of learners' progress and assessment results.

Make sure you have the right people on the bus in the right seats.
- SDP

Make sure that your facilitators properly understand the requirements in the Curriculum document for the modules they are delivering. It is required that they have enough relevant industry experience, but it is also good practice that they understand the principles of facilitation and assessment.

Physical Resources

Even though your physical resources were evaluated during accreditation, it is important to make sure that you maintain the standards that you set. Clean, well-equipped classrooms and workshops make for a happier learning environment and make it easier to comply with health and safety requirements. If you are offering qualifications that need specific equipment (for example the Trade qualifications), it is important to make sure that the equipment is maintained and safe to use.

Do not enrol more learners than your venue can handle. All learners in a classroom should have their own desk and chair, and enough space to move freely. A good guide to follow is to allow about 1m2 of space per learner.

Make sure that you have sufficient equipment for the number of learners according to the ratio specified in the Curriculum document.

What if I need to deliver training at a different venue?

According to the Accreditation Policy:

Should an accredited SDP wish to provide training at another venue, e.g. different workplace, the SDP must inform the QCTO thereof in writing at least 1 month prior to such an event taking place and furnish the QCTO with the following information:

- SDP or AC name and address;
- Copy of the Accreditation Letter for the qualification, part qualification, or skills programme to be trained;
- Name and address of the new venue;
- Contact person at the new venue;
- Expected training period and expected start date;
- Valid OHS Report of the new venue; and
- Total number of learners to be trained.

Training at the new venue shall only commence after written permission has been provided to you by the QCTO.

Workplace Experience

Central to the occupational qualifications is the need for learners to spend time getting workplace experience. Industry exposure for learners is critical. During accreditation, you either had to provide signed MoUs with workplaces or an Affidavit. If you submitted an Affidavit, you must ensure that you have signed MoUs in place with appropriate workplaces before you begin to roll out the programme.

- Learner placements need to be arranged in advance so that there is enough time to get MoUs signed before the programme starts.
- If you have learners in more than one workplace, it helps to have a guide for the workplace to make sure that the standard is the same across the workplaces.
- A facilitator should check in with the learners regularly to provide support if necessary.
- Build relationships with employers – having good communication with employers allows you to plan your implementation in line with their production needs so that learners get experience relevant to what they are learning at the time.
- Having a contact person who can liaise with the workplaces and provide them with support is also very useful.

Quality Assurance of Implementation

Internal Quality Assurance

Quality is a driving force.
- SDP

As an SDP, you must have a good internal quality assurance process to ensure the standard of delivery. The QMS policies and procedures are your guide, so you need to be sure that you are implementing the policies you set in place.

Be consistent in your implementation. Don't keep changing things, rather set a good standard and maintain it.

Review policies, procedures, and processes regularly to make sure that any issues that arise are promptly addressed and improvements are made to the system. Your management team needs to drive the process and be involved in maintaining standards.

Having a forum where your facilitators and assessors can discuss challenges and provide feedback on the learning material allows you to gather valuable feedback to improve your programme delivery.

External Quality Assurance

Quality assurance through monitoring site visits is based on the requirements in the Curriculum document. You will be evaluated on how well you are complying with the requirements. These visits are triggered by the submission of your learner enrolment information to QCTO.

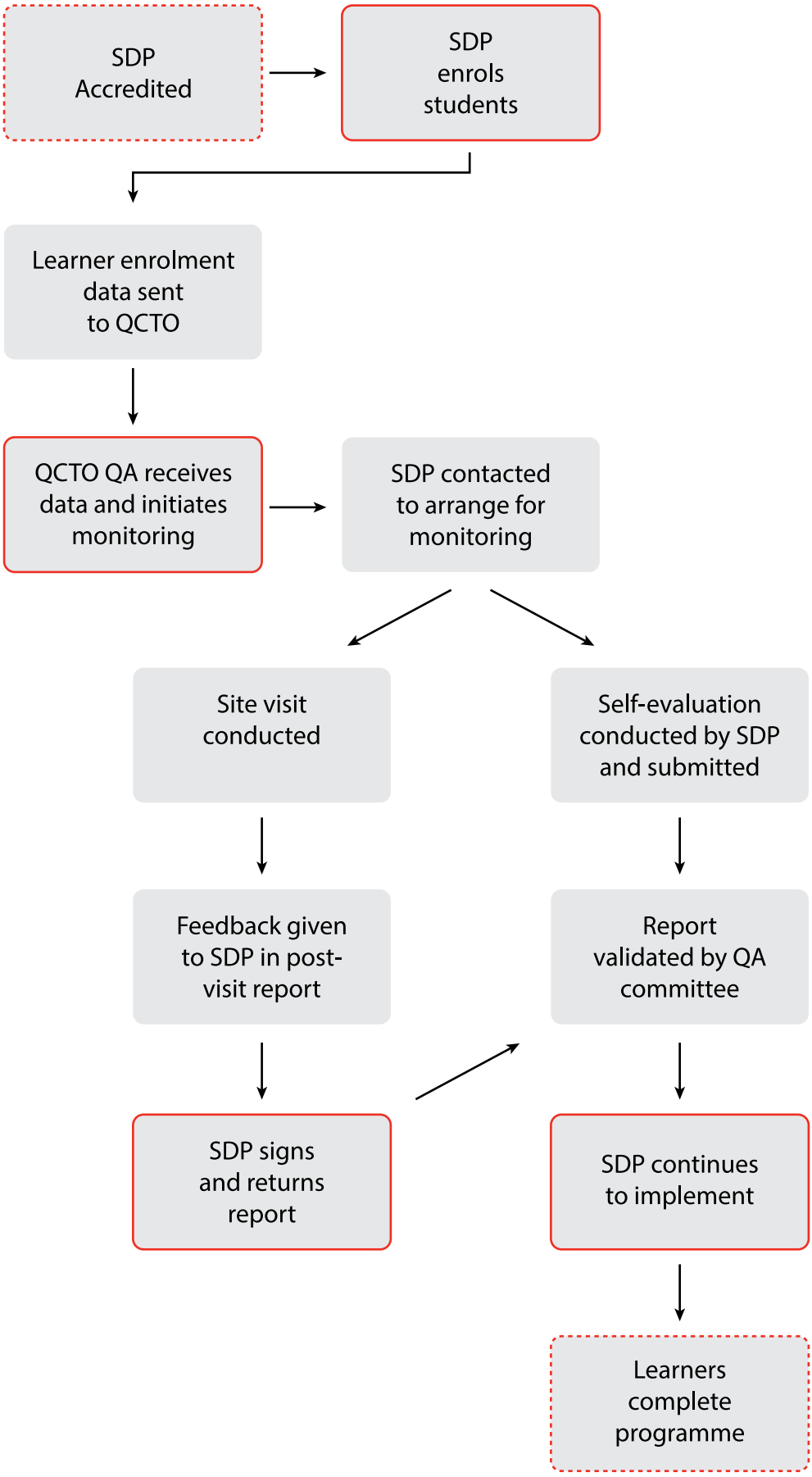
For qualifications and part qualifications, SDPs should have at least 1 monitoring site visit or evaluation per year, and at least 1 per qualification intake. Monitoring site visits for skills programmes may be more flexible to accommodate the short timeframes for delivery.

Before the visit, you will be sent a preparation checklist to help you prepare.

If you are requested to submit a **self-evaluation** for monitoring purposes, it is important that you complete it as honestly and in as much detail as possible.

Use the findings and recommendations from the monitoring site visit to improve. Make sure that you address the findings and work on the feedback provided.

Implementing Qualifications



SDP Action steps

From previous step/
To next step

General Tips for Successful Implementation from Current SDPs

Transitioning to the New Occupational Qualifications

Make sure you are clear about the differences between the 'legacy' qualifications and the new occupational qualifications – you can't do things the same way as you did before.

We spent time working with our facilitators to help them adapt – they went from "this will never work" to "we'll never go back".
- SDP

Learner Support

- Learner orientation is critical. Make sure that your learners understand the programme they are signing up for and what it involves.
- Attendance registers are critical for tracking absent learners – absenteeism causes learners to fall behind.
- Giving learners the opportunity to write a 'mock' EISA set according to the same standards helps learners to prepare.

Assessment

Statement of Results (SOR)

As the SDP, you are responsible for formally assessing every module and recording the results, together with the learner's evidence of workplace experience. An example of the Statement of Workplace Experience required is included at the end of the qualification's Curriculum document.

The use of Naturally Occurring Evidence to support the Statement of Workplace Experience is encouraged. This is evidence created by the learner during their workplace experience such as:

- Documents that they had to complete
- Performance reviews
- Photos of products made

Formal assessments must be completed for all modules and cover all of the Internal Assessment Criteria in the Curriculum document. Assessment dates, including re-assessments, and results must be recorded, and dates should be in line with the assessment plan. Each learner's overall competence per module is recorded on a Statement of Results. To register for the EISA, learners must be found competent in all modules.

The SOR template and guidelines for completion should be provided to the SDP by the QP.

Registering Learners for the EISA

Once learners have completed the programme and the Statement of Results has been issued, the learners may be registered for the EISA.

The Learner Enrolment and Readiness for EISA spreadsheet is updated in the Learner Readiness for EISA column. This must then be emailed to EISAReadiness@qcto.org.za.

EISA dates are set in advance by the QP for the year. You will need to check the QP or QCTO websites to find out what the next date is. Closing dates for registration of learners will also be specified, which is approximately 3 months before the scheduled EISA date. No late submissions are allowed.

Special needs learners must be identified when they are registered for the EISA to make sure that allowances can be made for them when they come to the AC.

Quality Assurance for EISA Readiness

The QA team is responsible for checking the internal assessments as part of their monitoring process. Assessments are sampled based on the SORs submitted. SORs and spreadsheets are compiled by the QCTO and the QP is responsible for checking the assessment set for each batch.

Conducting the EISA

The EISA is externally managed by the QP. It is developed based on the exit level outcomes of the qualification. The Qualification Assessment Specifications (QAS) document is made available with the Curriculum document and gives the assessment requirements. You can use the QAS as a guide to help your learners prepare for the EISA.

An exemplar EISA and memo for each qualification should be available on the QP's website.

The EISA is conducted by accredited Assessment Centres (ACs). The QP is responsible for overseeing the EISA process at the AC, as well as the marking and moderation of the completed EISA scripts. The QCTO conducts quality assurance of the QP's process.

Make sure that you prepare your learners properly for the EISA. The assessment is conducted in English and learners need to know this in advance. Use the exemplar EISA to help them become familiar with the way the EISA will be conducted. Giving learners the opportunity to write a 'mock' EISA set according to the same standards helps learners to prepare.

Certification

SDPs are not allowed to print their own certificates for occupational qualifications. Certificates are issued by the QCTO's secure CVS certification system.

The QAS document specifies the timeline for the EISA assessment and moderation process, but this is usually about 21 days. From there, the QCTO aims to approve the results in 21 days, after which it should take the QCTO 21 days to issue the learner certificates.

Skills Programmes

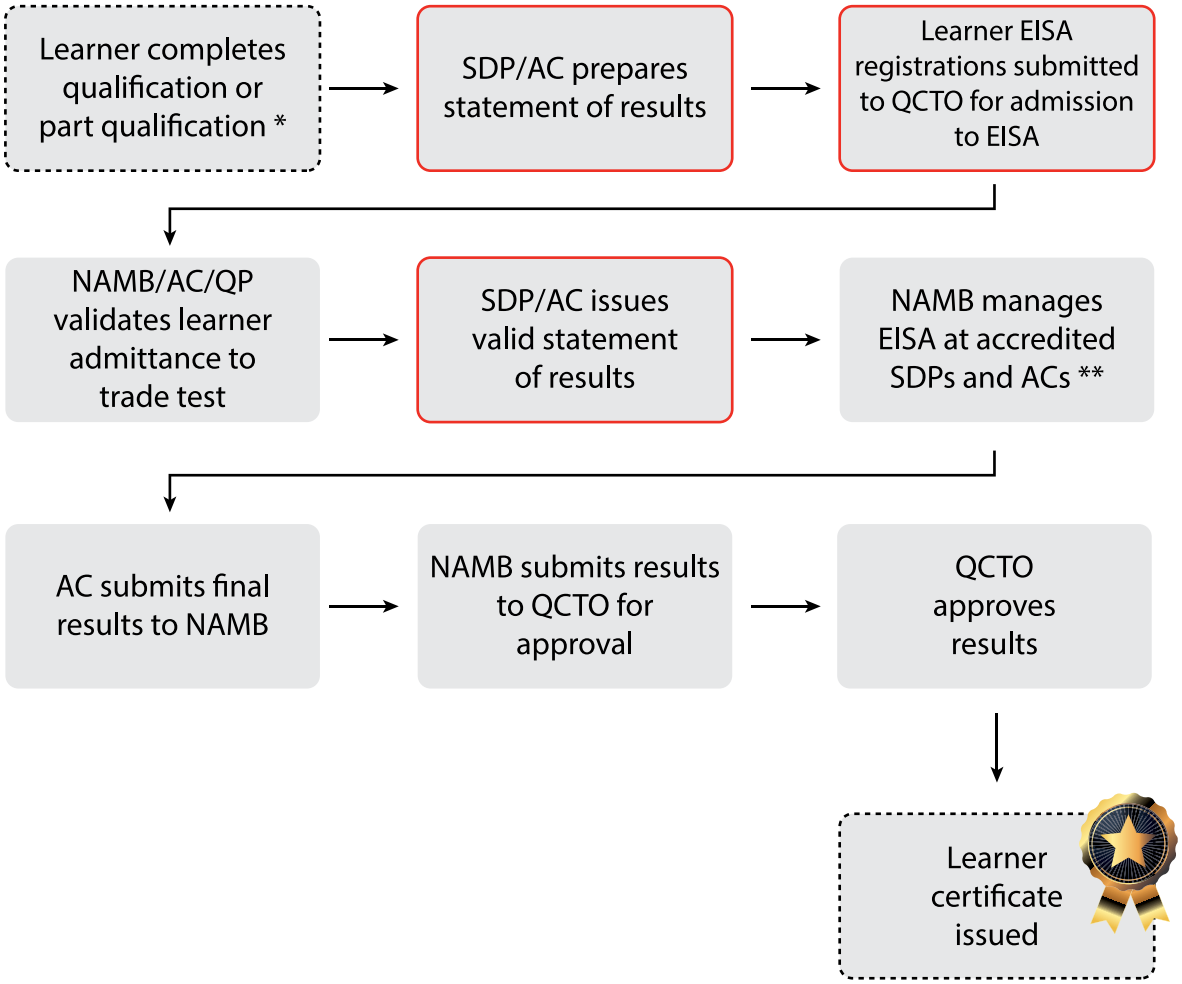
There is no EISA for skills programmes. Instead, the skills programme document gives the specifications for a Final Integrated Supervised Assessment (FISA) instrument that learners will need to complete. The SDP is responsible for setting and moderating the FISA.

The SDP needs to submit skills programme results to the QCTO within 21 days.

The assessment and moderation process must still be quality assured by the QCTO before the learners can be certificated. The Assessment team samples learners and looks at the tool and moderation reports.

External Integrated Summative Assessment Process

Trades



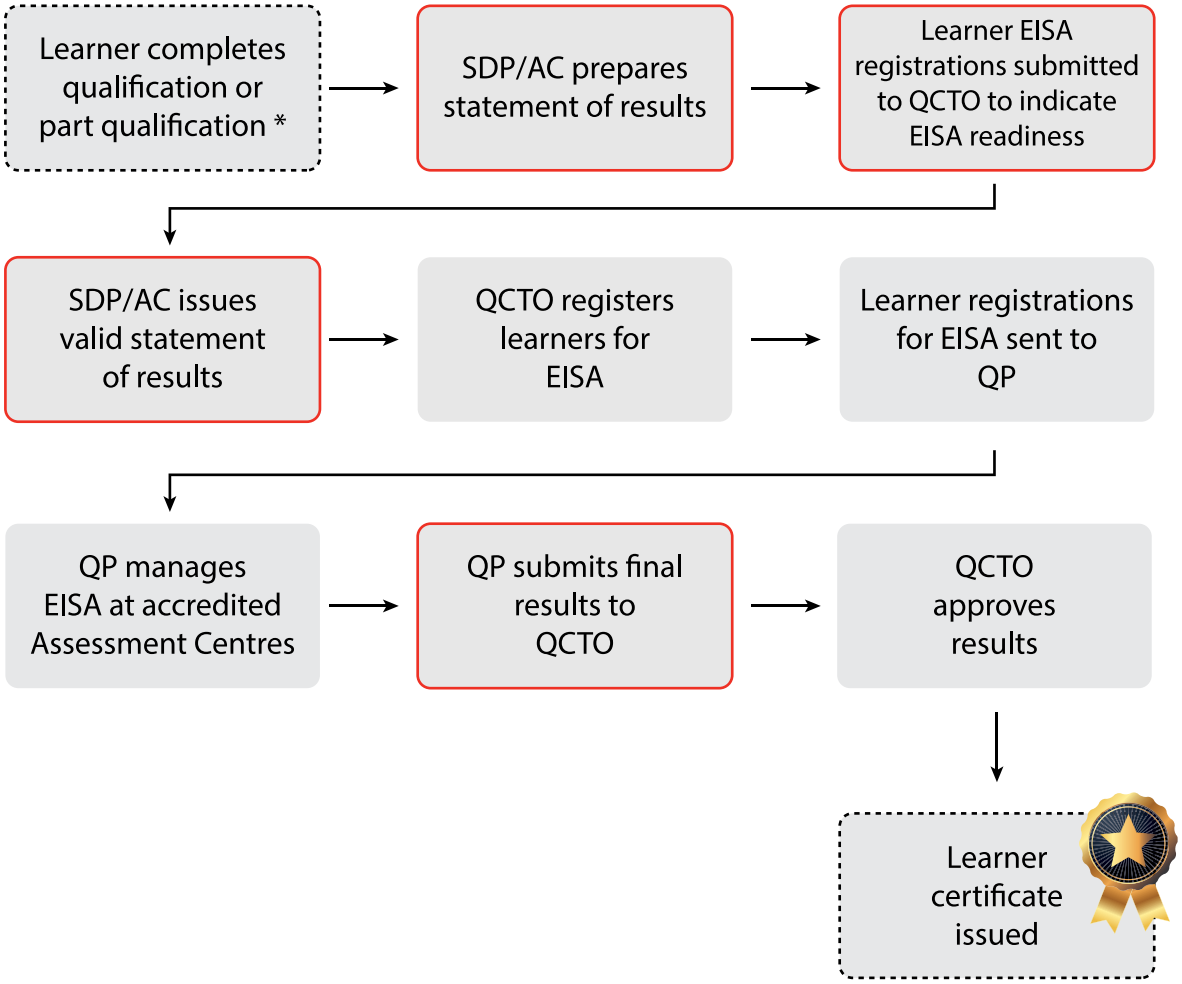
* Either via formal training with SDP or via ARPL with AC

** Learners complete the written component of the EISA at the SDP. The SDP marks & moderates this final assessment and submits results to the AC where the learner will sit for the practical component (trade test). The learner needs to register at an accredited Assessment Centre.

SDP Action steps

From previous step/
To next step

Qualifications or Part Qualifications



* Either via formal training or RPL with SDP or RPL with AC.

SDP Action steps

From previous step/
To next step

Frequently Asked Questions

How do I become accredited as an Assessment Centre?

You will need to submit your application on the QCTO website. Once the application is received, the details will be sent to the QP responsible for the qualification EISA. The QP receives and processes the application. The required specifications for Assessment Centres are found in the Qualification Assessment Specifications (QAS) document, and this is what the QP will use to evaluate an Assessment Centre.

The QP will conduct a site visit to evaluate the potential Assessment Centre. The site visit report is sent to the QCTO Accreditation Committee, together with the recommendation, for consideration and approval. The outcome is then sent to the applicant. Accreditation as an Assessment Centre is valid for 5 years from the date that it is granted.

What about RPL?

Recognition of Prior Learning (RPL) is governed by the QCTO's RPL policy. RPL for access or credits remains part of the QCTO's approach and is supported and encouraged. Learners will still need to write the EISA. The RPL programme must prove that the learners are ready to write the EISA by completing internal assessments and the SDP must still issue a Statement of Results for the learner.

Is the EISA only a knowledge exam?

The type of EISA needed will depend on the qualification requirements. These are specified in the Qualification Assessment Specification document. The EISA may also include a practical or simulation component. The QP will be responsible for making the arrangements for how the EISA is conducted and the ACs will need to have the necessary equipment to accommodate the EISA specifications.

List of Abbreviations

AC	Assessment Centre
CET	Community Education and Training College
DHET	Department of Higher Education and Training
EISA	External Integrated Summative Assessment
FISA	Final Integrated Supervised Assessment
LMIS	Learner Management Information System
MoU	Memorandum of Understanding
NAMB	National Artisan Moderation Body
NLRD	National Learners' Records Database
NQF	National Qualifications Framework
OQSF	Occupational Qualifications Sub-Framework
QC	Quality Council
QCTO	Quality Council for Trades and Occupations
QP	Quality Partner
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SDP	Skills Development Provider
SETA	Sector Education and Training Authority
SLA	Service Level Agreement
SME	Subject Matter Expert
TVET	Technical and Vocational Education and Training

Glossary of Terms

Accreditation	An official approval awarded to an Accredited Provider by a Quality Council to offer or assess qualifications (including occupational qualifications, part qualifications and skills programmes).
Accredited Provider	A legally established institution (public or private) that has been recognised, usually for a particular period of time, by a Quality Council (QC) as having the capacity or provisional capacity to offer a qualification or part qualification registered on the NQF at the required standard (including occupational qualifications, part qualifications and skills programmes).
Assessment Centre	A legally established institution (public or private) that has been accredited, usually for a particular period, by the QCTO, as having the capacity and capability to assess any OQSF qualification, part qualification, or skills programme at the required minimum standard.
Blended learning	Learning and assessment based on a variety of modes, types, sites, outputs, contexts, platforms, and other aspects including contact- and technology-mediated learning, provided for in the qualification, part qualification, or skills programme that allows for such type (or variety of modes) of learning.
Certification	The formal recognition of an OQSF qualification, part qualification or skills programme awarded to a successful learner on meeting the set requirements or standards.
Credits	A measure of a volume of learning required for a qualification, part qualification, or skills programme, quantified as the number of notional hours required for achieving the learning outcomes specified for the qualification, part qualification, or skills programme. One credit is equated to ten (10) notional hours of learning in accordance with SAQA specifications.
E-Learning	Various forms of electronic learning where technology is used to deliver modules/sections of the qualification, part qualification, or skills programme, or the entire qualification, part qualification, or skills programme. This is provided that the qualification, part qualification, or skills programme allows for such type (or variety of modes) of learning.
External Assessment	An assessment developed by a qualified and competent person or body not directly involved in the development and/or delivery of the learning being assessed.
External Integrated Summative Assessment (EISA)	The final external integrated evaluation of a learner's occupational competence in the specified registered NQF occupational or part qualification. A learner gains access to the EISA through meeting the requirements as stipulated in the qualification or part qualification.
Formal Assessment	An assessment for which assessment processes, tools, and results are recorded towards achievement of a qualification, part qualification, or skills programme.
Formal learning	Learning that occurs in an organised and structured education and training environment and that is explicitly designated as such. Formal learning leads to the awarding of a qualification or part qualification or skills programme.

Mixed-mode or multi-modal learning	Learning that makes use of different learning sites and different forms of delivery including, but not limited, to face-to-face, distance and e-learning, and full-time, part-time, and block-release study.
National Learners Records' Database	The electronic management information system of the NQF under the authority of SAQA, which contains records of qualifications, part qualifications, learner achievements, recognised professional bodies, professional designations, and associated information such as registrations and accreditations.
National Qualifications Framework (NQF)	The comprehensive system, approved by the Minister of Higher Education Science and Innovation Training for the classification, co-ordination, registration, and publication of articulated quality-assured national qualification, part qualification, or skills programme. The South African NQF is a single integrated system comprising three coordinated qualification sub-frameworks for General and Further Education and Training, Higher Education, and Trades and Occupations, respectively.
Notional hours of learning	The agreed estimate of the learning time that it would take an average learner to meet the defined learning outcomes; it includes consideration of contact time, research, completion of assignments, time spent in structured learning in the workplace, individual learning and assessment. Ten notional hours equate to one credit in accordance with SAQA specifications.
Occupational Qualification	A qualification associated with a trade, occupation, or profession developed and quality assured under the auspices of the QCTO and consisting of knowledge/theory and application (practical skills/work experience/ simulated work experience) components and an external integrated summative assessment.
Part qualification	An assessed unit of learning with a defined outcome that is or will be, registered as part of a qualification on the NQF.
Qualification	A registered national qualification consisting of a planned combination of learning outcomes which has a defined purpose or purposes, intended to provide qualifying learners with applied competence and a basis for further learning, and which has been assessed in terms of exit level outcomes, registered on the National Qualifications Framework, and certified and awarded by a recognised body.
Quality	Meeting the requirements of nationally agreed outcomes and performance/ assessment criteria, thus facilitating both provision and monitoring.
Quality Assurance	The process of ensuring that specified standards or requirements for qualification, part qualification, or skills programme development, accreditation, teaching learning, education administration, assessment, certification, and the recording of achievements have been met. ISO defines quality assurance as a way of preventing mistakes and defects in manufactured products (skilled and capable work force) and avoiding problems when delivering products or services (qualification, part qualification, or skills programme development, accreditation, assessment, and certification) to customers.

Quality Partner	A Quality Partner is a body appointed by the QCTO, in terms of an SLA, to develop and/or conduct the EISA for an occupational qualification or part qualification.
Skills Development Provider	A legally established institution (public or private) that has been recognised, usually for a particular period, by the QCTO, as having the capacity and capability to offer a qualification or part qualification registered on the NQF at the required standard.
Skills Programme	Chapter 5 of the SDA, Act 97 of 1998 defines a skills programme as "a skills programme that is occupationally based and when completed will constitute/contribute a credit towards a qualification registered on the NQF."
Summative Assessment	The final assessment of knowledge, skills, and values, which is used to evaluate a candidate's competencies against a set of assessment criteria in the EISA.
Workplace based learning	The learning achieved through exposure and interactions gained while in the workplace that a learner must complete towards a qualification or part qualification registered on the OQSF, including skills programmes.

Annexure A: Sworn Affidavit for Workplace Exposure

Quality Council for Trades & Occupations
www.qcto.org.za
256 Glyn Street, Hatfield, Pretoria, 0083
Private Bag X278, Pretoria, 0001
+27 12 003 1800

SWORN AFFIDAVIT

Declaration by Skills Development Provider (SDP) to ensure workplace exposure for learners enrolled on Occupational Qualifications Sub-Framework (OQSF) related Qualifications

I, The undersigned,

Full Name and Surname	
Identity Number	

Hereby declare under oath as follows:

1. The contents of this statement are to the best of my knowledge a true reflection of facts.

2. I am a Member/Director/Owner of the following enterprise/entity and am duly authorised to act on its behalf.

Enterprise/Entity/Institution Name:	
Trading Name (if applicable):	
Registration Number:	
Enterprise Physical Address:	
Type of Enterprise/Entity/Institution (CC, PTY; etc.)	
Nature of Business	

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SWORN AFFIDAVIT

Declaration by Skills Development Provider (SDP) to ensure workplace exposure for learners enrolled on Occupational Qualifications Sub-Framework (OQSF) related Qualifications

3. I agree to abide by the QCTO's policies and procedures for offering Qualifications on the Occupational Qualifications Sub-Framework (OQSF).

4. I hereby confirm that I understand that wherein a Qualification requires workplace exposure, I will ensure that I facilitate the process of placing the learner within a relevant/approved workplace in order to ensure that the learner can complete the workplace experience modules, which are a prerequisite for completing the respective Qualification.

5. By signing this declaration, I understand that it is my responsibility to ensure that I have the necessary means for every learner enrolled at my Enterprise/Entity/Institution to complete all the Theoretical, Practical and Workplace modules of the respective qualification.

6. I know and understand the contents of this affidavit and have no objection to take the prescribed oath and consider the oath binding on my conscience and the owners of the Enterprise/Entity/Institution which I represent in this matter.

7. The sworn affidavit will be valid in line with the validity of my QCTO Accreditation from the date signed by the Commissioner.

_____

Signature (Person taking this oath)

Name of Commissioner of Oaths	**Stamp & Signature**

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