



# *Accreditation Application form*



SASSETA SERVES THE FOLLOWING INDUSTRIES:  
Legal • Investigation and Private Security • Policing  
• Correctional Services • Justice • National Intelligence Agency  
• South African Secret Services • Department of Defence

For further information please contact us on:  
• Call Centre – 0861 102 477 • [www.sasseta.org.za](http://www.sasseta.org.za)



## Instructions on completing the application form

1. All education and training providers seeking accreditation with the SASSETA must complete this application form.
2. An [Accreditation Manual](#) has been compiled to assist you with the completion of this application and to provide you with other critical information on the accreditation process. It is essential that you review the manual before completing this application, and refer to it while you fill in the form.
3. Please submit all the relevant documentation requested (see the last paragraph of each section) with the application form.
4. Applications must be complete to enable the SETA to proceed with the accreditation process. To assist with this, if you have queries regarding the application, please refer to the accreditation manual, and if you need additional information or clarity on any aspect of the application form, contact the SASSETA.
5. Please use a black pen and print clearly when completing the form.
6. Please note if you are applying to become accredited as an [assessment only](#) institution you are [not required to complete sections c or d](#).

## CHECKLIST: ASSESSOR / MODERATOR REGISTRATION

### Minimum requirements for registration

Please use the checklist below to make sure you have submitted the necessary documents with your application. If any documents are missing when you submit your application, please take note that your application will be returned to you and **WILL NOT** have been captured onto the SASSETA systems.

#### Application form

- Complete original Assessor application form as contained in the Guide and Application Form for Registration of Assessors and Moderators
- Certified copy of ID
- Certified copies of certificates and qualifications related to the field of assessment applied for
- Statement of results related to qualifications / courses achieved (UNISA, HE Institutions etc.) illustrating content covered , achieved in course completed
- Comprehensive CV detailing related work experience in relation to the unit standards you wish to assess
- Signed code of Conduct for Assessors
- Evidence that you have found competent and certified for the generic Unit Standard Conduct Outcomes based assessment by an ETDP accredited provider
- Statement of Results from EDTP SETA - assessor
- Signed Code of Conduct for Moderators (if applying for moderator registration)
- Evidence submitted that you have been deemed competent and certified for the Generic Moderator Unit Standard. Conduct moderation of outcomes based assessments by an EDTP accredited provider
- Statements of Results from EDTP SETA - Moderator
- A list of Unit Standards (titles and numbers) that fall within the SASSETA's primary focus that you want to assess clearly providing supporting evidence indicating subject matter expertise in this regard

For any additional information or issues of clarity please contact:  
Mmasello on 011 347 0200



## Background information

IMPORTANT	
If the training provider is located in one physical location only:	<ul style="list-style-type: none"> <li>Complete sections 1, 2, and 3</li> </ul>
If the training provider is located in more than one physical location, i.e. has branches:	<ul style="list-style-type: none"> <li>Complete section 1 once</li> <li>Complete sections 2 and 3 for <b><u>every physical location</u></b></li> </ul>

SECTION 1 — SINGLE ESTABLISHMENT/HEAD OFFICE DETAILS	
<b>REFERENCE NUMBERS</b>	
PAYE, SDL or UIF Number:	Provide any one of these references
SASSETA ETQA Reference Number:	Provide 12 digit <b>Accreditation Number</b> , or APR or PAA Number.
<b>1.1 Summary Details</b>	
Registered Name:	For CIPRO registered organisations, these details will be verified with CIPRO. Sole proprietors should provide personal details.
Trading Name:	Complete even if same as above
Type of Organisation:	Close Corporation, Section 21 Company, Trust, Sole Proprietor, etc.
SETA:	SETA to which organisation is registered.
SETA Chamber:	Where applicable.
Company Registration Number:	Provide CIPRO number or National ID in case of sole proprietor.
SARS Income Tax Number:	Either company or personal income tax number, <b>not</b> the VAT number.
SARS VAT Number:	Where applicable.
Business Commencement Date:	Either date of incorporation (CIPRO) or date on which business started trading (sole proprietor)
Physical Address:	Details will be verified with CIPRO and/or SARS.
Physical Address <b>Postal Code</b> :	
Postal Address:	
Postal Address <b>Postal Code</b> :	

**NOTE:** **Branch** is defined as a permanent training site with a fixed address. There is another responsible, dedicated person other than the responsible person of the main branch (head office/as applied for in the original accreditation). This branch is to be fully operational and has applied for their own accreditation with SASSETA (and SAPS if applicable).

The particulars of the branch need to be given to SASSETA by the accredited training provider (Main branch/Head office) and be site visited by SASSETA accordingly. The branch needs to comply with all the necessary processes and procedures as stipulated in the accreditation manual.

1.2 Official Contact Person	
Initials:	This should be the single official contact person for the SASSETA ETQA.
Surname:	
Telephone Number:	At least the office phone and fax numbers must be given.
Fax Number:	
Cell Number:	
e-mail:	Ensure that the e-mail address is legible and clear

1.3 Chief Financial Officer/Accounting Officer		
Initials:		Must be reflected on an official letterhead, which must be attached to this form.
Surname:		
Position/Capacity:		
Telephone Number:	(0 )	
Fax Number:	(0 )	
Cell Number:	(0 )	
Postal Address:		
Postal Address <b>Postal Code:</b>		

Staff Numbers	Total number of full-time staff		Number of staff who are ETD Practitioners	
	Total number of part-time ETD staff		Total number of ETD staff regularly contracted	

Province/s in which provider <b>operates</b> (Note: a provider may be <b>based</b> in one province but <b>operating</b> in other provinces)	GP	WC	EC	KZN	LP	NW	MP	FS	NC

Areas in which provider <b>operates</b> (Note: a provider may be <b>based</b> in an urban or rural area but <b>operating</b> in rural areas or both urban and rural areas)	Urban Areas only	Rural Areas Only	Both Urban and Rural Areas
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Application to become accredited as an assessment only provider or a delivery and assessment provider (please tick the relevant box)	Assessment only	Delivery and assessment
Do you hereby declare that the provider organisation is not accredited by any other ETQA?	Yes	No
Signature		
Name of signatory		
Position in organisation		
Date		



## SECTION A: Financial administration and physical resources

<b>(1)</b>	<b>Please indicate what type of legal entity your organisation is:</b>		
	Sole proprietor		Private company
	Partnership		Public company
	Trust		Statutory body
	Section 21 company (not-for-gain)		Other (Please specify below)

<b>(3)</b>	<b>Please indicate whether you are complying with the Employment Equity Act (where relevant)</b>	
	Yes	No

<b>(4)</b>	<b>Does your organisation own (or have access to) the necessary resources and facilities required for education and training</b>	
	Yes	No

PLEASE ATTACH COPIES OF THE FOLLOWING (WHERE APPLICABLE)  
AND SUBMIT WITH YOUR APPLICATION FORM

- Company registration form
- Income tax number, tax clearance certificate or tax exemption certificate
- Audited financial statements or letter from accounting firm indicating that the organisation is solvent and complies with generally accepted accounting practices
- Proof of payment of skills development levy, or exemption
- List of facilities and resources required for provision
- Evidence (e.g. agreement with other organisation) that provider has access to these facilities and resources

## SECTION B: Quality management systems

<b>(1)</b>	<b>Do you have a monitoring and evaluation methodology for revising course/learning programmes and related material? Please tick which of the following apply</b>				
	There is a formal, regular evaluation and review process in place	All Learning Programmes	Most Learning Programmes	Some Learning Programmes	None
	Evaluation and review is done in the light of feedback from assessors/moderators	All Learning Programmes	Most Learning Programmes	Some Learning Programmes	None
	Evaluation and review is done in the light of feedback from learners	All Learning Programmes	Most Learning Programmes	Some Learning Programmes	None
	Evaluation and review is done in the light of feedback from clients	All Learning Programmes	Most Learning Programmes	Some Learning Programmes	None

<b>(2)</b>	<b>Do you have a monitoring and evaluation methodology for updating or adjusting programmes when new unit standards are registered?</b>	
	Yes	No

## SECTION C: Learning programme provision

<b>(1)</b>	<b>Number of learning programmes</b> Please indicate the total number of learning programmes that you wish to be accredited for by the SASSETA	Total number:
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<b>(2)</b>	<b>Learning programmes in relation to the principles of the NQF</b> Please indicate which of the following apply for all, most, some or none of your learning programmes by ticking the appropriate boxes below:				
	There are unit standards registered on the NQF for learning programmes that we deliver	All Learning Programmes	Most Learning Programmes	Some Learning Programmes	None
	The learning programmes are based on these unit standards	Yes	No	Some	Unsure
	The learning programmes are stated in a programme outline which has a delivery plan	Yes	No	In Progress	Unsure
	Learning goals are expressed as outcomes	All Learning Programmes	Most Learning Programmes	Some Learning Programmes	None

<b>(3)</b>	<b>List the Unit Standards (u/s) applying for?</b>	
	Description	Unit Standard

<b>(4)</b>	<b>Do your learning programmes include the appropriate theoretical and practical components?</b> Please indicate the following:				
	Please write in the percentages for each of the following (indicate an estimate across your different learning programmes)	% of theory component		% of practical component	
	Please write in the percentages for each of the following (indicate an estimate across your different learning programmes)	% “classroom-based” learning (i.e. learning that is conducted off-the-job)		% workplace-based learning (i.e. learning that is conducted on-the-job)	
	We only provide the “off-the-job” component of the programme	All Programmes	Most Programmes	Some Programmes	No Programmes
	We only provide the “on-the-job” component of the programme	All Programmes	Most Programmes	Some Programmes	No Programmes
	We provide both “on-the-job” and “off-the-job” components	All Programmes	Most Programmes	Some Programmes	No Programmes



	If “off-the-job” components or “on-the-job” components offered by another provider, please specify which of the following are relevant:	The integration of the components is effectively managed and co-ordinated by us in collaboration with another provider	The integration of the components is managed and co-ordinated by another provider in collaboration with us	Each component is managed separately by the different providers involved but there is no overall co-ordination and collaboration
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<b>(5)</b>	<b>Delivery of programmes</b> Please indicate the following:				
	Appropriate learning materials are available for learning programmes	All Learning Programmes	Most Learning Programmes	Some Learning Programmes	None
	Learning programmes are structured to permit multiple entry and multiple exit	All Learning Programmes	Most Learning Programmes	Some Learning Programmes	None

<b>(6)</b>	<b>Do you have a policy in place that permits the repetition of learning programmes for a limited number of times at no additional cost?</b> Please indicate the following:			
	Yes	No		

<b>(7)</b>	Do you offer RPL as an access route to your programmes?			
	Yes	No		

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- List of titles of learning programmes with indications of which unit standards and qualifications they lead to (where these exist)
- Please indicate which of these you offer RPL as an access route to
- Learning programme outlines

## SECTION D: Learner entry, guidance and development

<b>(1)</b>	Learners from different backgrounds (e.g. educational, social, economic, cultural, gender and people with disabilities etc) with either formal qualifications or their equivalents have access to learning programmes	All Learning Programmes	Most Learning Programmes	Some Learning Programmes	None
	We are able to perform RPL assessments for learner entry into learning programmes	All Learning Programmes	Most Learning Programmes	Some Learning Programmes	None
	Learners have access to a contact person who is able to provide them with relevant advice and information related to learning	All Programmes	Most Programmes	Some Programmes	No Programmes
	Career guidance and support systems are in place	Yes		No	

Basic learner biographical information is stored (e.g. first language, highest formal qualification achieved, etc).	Yes	No
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- Names and details of contact person/people responsible for learner support
- List of support services offered to learners

## SECTION E: Management of assessment

<b>(1)</b>	<b>Relation to Qualification and Unit Standards Assessment requirements</b> Please tick which of the following apply:				
	Relevant unit standards and qualifications are registered on the NQF, and assessment is in line with these requirements	All Learning Programmes	Most Learning Programmes	Some Learning Programmes	None
	Relevant unit standards and qualifications are not registered on the NQF and the assessment is specified in learning outcomes for a learning programme	All Learning Programmes	Most Learning Programmes	Some Learning Programmes	None

<b>(2)</b>	<b>Assessment Processes and Instruments</b> Please tick which of the following apply:					
	Assessment addresses both theoretical and workplace or practical components	All Learning Programmes	Most Learning Programmes	Some Learning Programmes	None	
	The assessment cycle includes both formative and summative assessment opportunities	All Learning Programmes	Most Learning Programmes	Some Learning Programmes	None	
	Assessment methods and instruments/tools are clearly defined	All Learning Programmes	Most Learning Programmes	Some Learning Programmes	None	
	A wide range of assessment methods and techniques are used					
	Which of the following forms of assessment are used most frequently as the main source of information for formative assessment (e.g. feedback for diagnostic purposes) during a learning programme? You may tick more than one box	Practical (e.g. demonstration)	Written exams/tests	Projects (e.g. research and surveys)	Portfolio	Oral

<b>(3) Assessment implementation and resulting</b> Please tick which of the following apply:					
Learners are informed on how they will be assessed in a clear and unambiguous way	All Learning Programmes	Most Learning Programmes	Some Learning Programmes	None	
Procedures for ensuring security of “unseen” assessment tools (e.g. examinations) are in place	All Learning Programmes	Most Learning Programmes	Some Learning Programmes	None	
Assessments are systematic and consistent and assessors work to common and explicit instructions for allocating results/judgements	All Learning Programmes	Most Learning Programmes	Some Learning Programmes	None	
Procedures for addressing learner appeals are in place	Yes		No		

<b>(4) Moderation Procedures</b> Please tick which of the following apply:					
The design of the assessment instrument and its grading system is checked by at least one other person with the appropriate expertise. Feedback is incorporated by the assessor, and suggested changes are carried out	All Learning Programmes	Most Learning Programmes	Some Learning Programmes	None	
The resulting process is moderated on a regular basis by at least one other person (e.g. observation and comparison of judgements during performance assessment; sample moderation of large scale marking)	All Learning Programmes	Most Learning Programmes	Some Learning Programmes	None	
Moderators produce regular moderation reports, noting problem areas and commenting on the consistency of assessment standards	All Learning Programmes	Most Learning Programmes	Some Learning Programmes	None	

<b>(5) Record Keeping and Reporting Systems</b> Please tick which of the following apply:					
There are data capture systems (electronic or paper) for recording tracking assessment information for individual learners and these are kept in a manner that ensures the confidentiality of learner	All Learning Programmes	Most Learning Programmes	Some Learning Programmes	None	
There are data capture systems (electronic or paper) for submitting learner results for NQF credits	All Learning Programmes	Most Learning Programmes	Some Learning Programmes	None	

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- One example of assessment scoring tools, such as checklists of marking grids.

## SECTION F: Staff selection, appraisal and development

<b>(1)</b>	<b>Practitioners are qualified or can demonstrate an equivalent level of competence at, or above, the level of the qualifications they deliver to learners (subject or field expertise)</b> Please tick which of the following apply:				
	You are able to deploy ETDPs with the relevant subject or field expertise in relation to:	All Learning Programmes	Most Learning Programmes	Some Learning Programmes	None
	In total, the numbers of ETDP requiring RPL and/or additional training in their subject/field of expertise are:	Total Number:			

<b>(2)</b>	<b>Please indicate which of the following apply in relation to staff and staffing policies</b>		
	A professional development plan exists for each employee in the organisation	Yes	No
	All recruitment, written materials, media materials and human interaction are free of discrimination	Yes	No
	There are staffing policies in place for recruitment, selection, appointment, promotion and termination	Yes	No

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- List of ETDP's and their relevant qualifications.

## SECTION G: Marketing

<b>(1)</b>	<b>Do you have a marketing or communication plan in place?</b>	Yes	No
	If yes, please indicate which of the following apply:		
	The plan is accessible and available to prospective learners	Yes	No
	The plan is accessible and available to prospective employers	Yes	No
	The plan includes all the necessary information that employers/learners need to have	Yes	No

## SECTION H: Occupational health and safety

(1)	Are the facilities and equipment that you use in the delivery of learning programmes in line with occupational health and safety requirements?	Yes	No
	Are learners provided with the necessary instructions on health and safety procedures?	Yes	No

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- Letter from the provider indicating that you are familiar with Occupational Health and Safety legislation and that you take responsibility for adherence to health and safety issues.