



Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA
REPUBLIEK VAN SUID-AFRIKA

Vol. 452

Pretoria, 28 February
Februarie 2003

No. 24956



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No. Gazette
No.****GOVERNMENT NOTICE****South African Qualifications Authority***Government Notice*

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GOVERNMENT NOTICE

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 291

28 February 2003



Established in terms of Act 58 of 1995

EQUITABLE ACCREDITATION FOR SMME PROVIDERS OF EDUCATION AND TRAINING

GUIDELINE DOCUMENT FOR PUBLIC COMMENT

This document has been approved for release as a guideline document for public comment by SAQA.

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The closing date for comments is 14 April 2003

Submissions should be titled:
Equitable accreditation for SMME providers of education and training

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Established in terms of Act 58 of 1995

Equitable accreditation for SMME providers of education and training

Guidelines for ETQAs

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Approved for public comment on 29 January 2003

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ACRONYMS USED IN THIS DOCUMENT

| | |
|------------|--|
| APPETD | Association of Private Providers of Education and Training |
| BANKSETA | Banking SETA |
| CETA | Construction SETA |
| CHE | Council on Higher Education |
| CTFL SETA | Clothing, Textiles, Footwear and Leather SETA |
| DIDTETA | Diplomacy, Intelligence, Defence and Trade SETA |
| DoE | Department of Education |
| DoL | Department of Labour |
| DTI | Department of Trade and Industry |
| ESETA | Energy SETA |
| ETD | Education, Training and Development |
| ETDP SETA | Education, Training and Development Practice SETA |
| ETQA | Education and Training Quality Assurer |
| FASSET | Financial and Accounting Services SETA |
| FIETA | Forestry Industries SETA |
| FOODBEV | Food and Beverages Manufacturing Industry SETA |
| HSRC | Human Sciences Research Council |
| HWSETA | Health and Welfare SETA |
| INSETA | Insurance SETA |
| ISSET | Information Systems, Electronics and Telecommunication Strategies SETA |
| ITB | Industry Training Board |
| LBSC | Local Business Service Centre |
| LGWSETA | Local Government, Water and related services SETA |
| MAPPP | Media, Advertising, Publishing, Printing and Packaging SETA |
| MoU | Memorandum of Understanding |
| MQA | Mining Qualifications Authority SETA |
| NEPAD | New Partnership for Africa's Development |
| NGO | Non-Governmental Organization |
| NLRD | National Learner Record Database |
| NQF | National Qualifications Framework |
| NSBA | National Small Business Act |
| NSDS | National Skills Development Strategy |
| NSF | National Skills Fund |
| PAB | Professional Accreditation Body for Health and Skincare |
| POSLECSETA | Police, Private Security, Legal and Correctional Services SETA |
| QMS | Quality Management System |
| RPL | Recognition of Prior Learning |
| SABPP | South African Board for Personnel Practitioners |
| SABS | South African Bureau of Standards |
| SAICA | South African Institute of Chartered Accountants |
| SAQA | South African Qualifications Authority |
| SAQI | South African Quality Institute |

| | |
|----------|---|
| SERVICES | Services SETA |
| SETA | Sector Education and Training Authority |
| SIRA | Security Industry Regulatory Authority |
| SMME | Small-, Medium- and Micro Enterprises |
| TETA | Transport SETA |
| THETA | Tourism and Hospitality SETA |
| TUP | Training of Unemployed Persons |
| UMALUSI | General and Further Education ETQA |
| W&RSETA | Wholesale and Retail SETA |

EXECUTIVE SUMMARY

BACKGROUND

SAQA, its partners and stakeholders have a clear mandate to create an integrated national framework for learning achievements, to enhance the quality of education and training and to accelerate the redress of past unfair discriminations. This guideline document is an example of such an attempt, and involves the following major roleplayers:

- The South African Qualifications Authority (SAQA)
- Education and Training Quality Assurers (ETQAs¹)
- Small-, micro- and medium enterprises (SMMEs²) that offer education and training.

Small businesses have a major role to play in the South African economy in terms of employment creation, income generation and output growth. Many initiatives are currently underway to develop the small-, medium- and micro enterprise (SMME) sector, but these initiatives are not necessarily focused on SMMEs that provide education and training.

As in other sectors, SMME provisioning is well documented. The education and training sector include providers such as those offering training on behalf of the Department of Labour and non-governmental organisations (NGOs) offering short courses in a particular field, e.g. non-profit organisations and consultancies.

Many of these providers came into being in protest to the unjust educational policies of the past, while others developed out of the need to train staff in specific skills, such as management and information technology. The financial range and viability of these providers differ substantially, with some barely able to make ends meet, and others generating substantial income.

¹ ETQAs were involved by using structured interviews and a dedicated workshop on 28 November 2002.

² SMMEs were involved in a survey as well as a number of structured interviews.

Regardless of income, some SMME providers fall within the category of non levy-payers³ and are often subject to direct charging for accreditation by ETQAs. The cost of gaining accreditation may prove to be unaffordable to the majority of these providers.

The most important implication is that SMME providers may opt not to seek accreditation. This will have an impact on the right of such providers to offer education and training programmes, and just as importantly, leave them outside of the quality assurance spiral.

OBJECTIVES

The importance of quality assuring the training offered by SMME providers has been the driving force behind this current initiative. SAQA has been responsible for conducting research in an attempt to guide ETQAs in the process of accrediting SMME education, training and development (ETD) providers.

The *main objective* of the research has been to **develop an equitable accreditation process for SMME ETD providers**. This objective is underpinned by four *research objectives*:

1. **Establish a comprehensive database of SMME ETD providers.**
2. **Identify the need for alternative⁴ ranking criteria for SMME ETD providers.**
3. **Formulate an equitable accreditation process that will facilitate accreditation of SMME ETD providers across all sectors and bands.**
4. **Develop a guideline document for ETQAs.**

The purpose of this initiative has not been to put forward yet another alternative and so to further confuse the South African public. A concerted effort was made to ensure alignment with other parallel processes⁵, such as:

- The Recognition of Short Course Providers (SAQA, 2002a)
- The Funding and Charging Model for SETA ETQA services (DoL, 2002b)

³ The reference to non-levy paying providers implies two possibilities:

- (1) No payment at all - Sole proprietors and partners, who do not employ anyone else, and non-profit organizations do not need to pay a levy (Personal correspondence, DoL, 2002)
- (2) Payment to a different SETA - Providers, who pay a levy to a specific SETA, but apply for accreditation from another.

⁴ At present the National Small Business Act provides ranking criteria for SMMEs.

⁵ Some of these processes are discussed in more detail in *Section 1.4*.

- Implementation of the Recognition of Prior Learning Policy (SAQA, 2002c)
- Report of the Study Team that has investigated the implementation of the NQF (Implementation of the NQF, 2002)
- The monitoring and auditing of ETQAs by SAQA (A process that is currently being initiated)
- Various SETA-based initiatives to support SMME ETD providers (DoL, 2002a)
- MoU between Ntsika Enterprises and the DoL (2002b)
- The alignment of the Training of Unemployed Persons (TUPs) to the NQF (Current DoL initiative)
- Department of Trade and Industry: Initiatives of the Enterprise Unit
- New Partnership for Africa's Development (NEPAD)⁶
- Umsobomvu Youth Fund Initiatives
- National Skills Development Strategy (NSDS)⁷
- Human Resource Development Strategy
- DoL Project 3 initiatives (e.g. the Inter-SETA SMME Workgroup and the development of a SETA ETQA Handbook⁸)

OVERVIEW OF DOCUMENT

This guideline document for ETQAs consists of three chapters.

Chapter 1 focuses on the underlying principles relevant to SMME provider accreditation. The roles of SAQA and the ETQAs are explored, but most importantly the grouping of SMME providers is suggested. This grouping has direct implications in the remainder of the document.

The second chapter continues the discussion on a grouping of SMME providers by investigating the ranking suggested in the National Small Business Act, and the need for applying this ranking in the ETD sector.

With the ranking and grouping of SMME providers completed, the last chapter contains the bulk of the guidelines. Guidelines include suggestions on how to support these providers, costing of accreditation and the identification of additional requirements that ETQA place on providers that apply for accreditation.

Six appendices follow the last chapter. The first is a diagrammatic summary of the guidelines contained in this document. Appendix B is a list

⁶ Many principles and objectives mentioned in the NEPAD discussion document imply relevance to SMMEs. <http://www.un.org/esa/africa/UNNADAFnepaddocument.htm>

⁷ One of the objectives of the National Skills Development Strategy is to: "stimulate and support skills development in SMMEs" (HSRC, 2000:vii).

⁸ DoL (2002c)

of the interviewed stakeholders, including email addresses. Appendix C contains some suggestions on the establishment of a comprehensive database of SMME providers. Appendix D is a summary of the ranking suggested in the National Small Business Act. The last two appendices contain a questionnaire and the results form a survey of SMME providers conducted by the University of Pretoria.

CHAPTER 1: UNDERLYING PRINCIPLES

INTRODUCTION

As mentioned in the Executive Summary this chapter focuses on the underlying principles that are relevant to this study. A concerted effort has been made to include various ETQA positions in an attempt to clarify the following aspects:

- Definition of a SMME ETD provider
- The role of SAQA as it pertains to SMME ETD providers
- The role of ETQAs as it pertains to SMME ETD providers
- Defining accreditation as it is applied by various ETQAs

The remainder of the chapter is used to make comparisons with other national and international initiatives and a summary of the results of a SMME ETD provider survey conducted by the University of Pretoria.

1.1 SMMEs AS ETD PROVIDERS

If a specific grouping of ETD providers is eligible for some sort of developmental support it is vital to be able to define this grouping. The first step would be to define an education, training and development provider. This follows from the regulations under the SAQA Act (1998:3):

"A body which delivers learning programmes which culminate in specified NQF standards or qualifications and/or manages the assessment thereof".

Small-, medium- and micro enterprises are defined in the National Small Business Act (NSBA, 1996:2) using a schedule based on the number of employees, annual turnover and asset value enterprises are grouped into specific sectors and classes⁹:

| Type | Number of employees (max) | Annual turnover (in ZAR million) | Gross Asset value (excluding fixed property, in ZAR million) |
|-------------|---------------------------|----------------------------------|--|
| Survivalist | 0 | Varying | 0 |
| Micro | 5 | 0.15 | 0.1 |
| Small | 50 | 5 | 2 |

⁹ See Appendix D and Chapter 2 for a more detailed analysis of this classification.

| | | | |
|--------|-----|----|---|
| Medium | 200 | 10 | 5 |
|--------|-----|----|---|

Although various other examples of rankings and groupings of SMME enterprises are also available (DoL and DTI), SAQA suggests the following three groupings for ETD providers:

1.1.1 Survivalists

Activities by people who are unable to find a paid job or get into an economic sector of their choice. Income generated from these activities usually falls far short of even a minimum income standard.: *"Survivalists generally do not employ people, do not pay tax, and will jump at any opportunity of formal employment"* (Van Rooyen, 2002).

According to the DoL emerging providers are *"usually small, less than one year old and black owned"* (2002c:14).

It is also important to realize that the majority of SMMEs fall into this grouping (McGrath, 2002).

A generic definition of a survivalist enterprise is suggested as follows:

An enterprise that does not pay tax, does not employ any people and is not registered as a company with regard to the applicable legislation.

1.1.2 A combination of small and medium (collectively referred to as small)

The combination of small and medium enterprises are seen as the *"mainstream"* of SMMEs. In the South African context, past injustices are seen as the major reason for supporting black-owned SMMEs (DTI, 2001:9).

According to the NSBA schedule this combination would refer to a separate and distinct business entity, with between 5 and 200 employees, an annual turnover of less than R10 million and a gross asset value of less than R5 million.

A generic definition of a small enterprise is suggested as follows:

A separate and distinct business entity, with between 1 and 50 employees, an annual turnover of less than R1 million.

1.1.5 World-competitive small-scale

According to the DTI (2001) there is a distinctly different type of entrepreneur that functions at a high level of competitiveness: *"These operators may earn a reasonable, if not even a relatively high income, and most do not suffer the type of problems which typical SMMEs in South Africa face"*.

A generic definition of a world-competitive small-scale enterprise is suggested as follows:

A separate and distinct business entity, with less than 50 employees, an annual turnover of more than R1 million.

Karangu (2000:14) supports the fact that the *"very term SMME as a category is too inclusive, including as it does 99% of all enterprises"*. The three groupings suggested in the section are an attempt to address similarities and differences between SMME providers.

1.2 THE ROLE OF SAQA

The role of SAQA, as promulgated in the SAQA Act¹⁰ (1995: Paragraph 5.1) is to:

- Oversee the development of the National Qualifications Framework
- Formulate and publish policies and criteria for:
 - The registration of bodies responsible for establishing education and training standards or qualifications; and
 - The accreditation of bodies responsible for monitoring and auditing achievements in terms of such standards or qualifications

SAQA is responsible to publish policies and criteria for the accreditation of ETQAs. The development of this guideline document is evidence of SAQA's involvement and commitment to fulfill its mandate, specifically with regard to SMME ETD providers.

1.3 THE ROLE OF ETQAs

The role of ETQAs (Regulations under the SAQA Act¹¹, 1995:2,5,6) is among others, to:

¹⁰ education.pwv.gov.za/Legislation/1995/act58-95.html

¹¹ www.saqa.org.za/publications/legsregs/regulations/reg1127e.html

- Monitor¹² and audit¹³ achievements in terms of national standards and qualifications
- Accredite constituent providers for specific standards or qualifications registered on the National Qualifications Framework (NQF)
- Promote quality amongst constituent providers
- Monitor provision by constituent providers
- Maintain a database acceptable to SAQA

Many ETQAs are inundated with requests from SMME ETD providers to be included in the quality assurance cycle:

"Professional, regulating and licensing ETQAs tend to work with smaller providers and smaller number of learners..." (Quality Management Systems for ETQAs, 2001:44).

1.4 ALIGNMENT WITH OTHER INITIATIVES

At present SAQA and ETQAs are involved with a number of processes relevant to SMME ETD providers. As was mentioned in the *Executive Summary*, it is vital to ensure alignment with these and other initiatives.

The most important of these are:

1.4.1 Recognition of Prior Learning (RPL)

The SAQA RPL Policy (SAQA, 2002c) has been completed and an advocacy campaign is underway. Various ETQAs¹⁴ have undertaken RPL initiatives. The implementation of RPL policy is an important issue for SMME ETD providers who are trying to be accredited. ETQAs would be expecting RPL policies and procedures to be included in the submissions for accreditation.

1.4.2 SMME support projects

Just as is the case with ETQA RPL initiatives, many ETQAs have been involved in National Skills Fund (NSF) projects to support small companies within their various sectors (DoL, 2002a).

¹² "Monitoring is a continuous process of review of quality...Monitoring has a formative emphasis" (Procedures for the monitoring and auditing of ETQAS, 2002:7)

¹³ "Auditing is an event conducted within a specific period. The outcome of an Audit is a summative evaluation of attainment of quality" (Procedures for the monitoring and auditing of ETQAS, 2002:8)

¹⁴ Examples include FOODBEV, CETA, ETD P SETA and MERSETA.

Examples include:

- BANKSETA's Microfinance Skills Transfer project
- CETA's Skill Upliftment project
- CTFL SETA's project focusing on the unemployed, employees of SMMEs, assessors and ETD practitioners
- FOODBEV's Export and Import Replacement project
- THETA's Integrated Nature-based Tourism and Conservation Management Development project
- W&RSETA's Retrenchees and Victory to Entrepreneurs project

1.4.3 DoL Charging and Funding Model

"This report arises from requests made to the DoL by a number of SETAs to authorize their charging for direct ETQA services" (DoL, 2001:1).

The study aimed at determining how much it would cost to deliver the ETQA service and how it could be funded. Based on the assumption that it is difficult to enforce a unified set of charges from one SETA to another, the following recommendations are made:

"It is recommended that non-profit training organizations, non-VAT registered training organizations and small to medium sized organizations be exempted from these charges, or should only pay a nominal amount...The cost of serving these exempted organizations should be covered from the SETA's strategic grant" (DoL, 2001:1).

1.4.4 Ntsika – DoL capacity building programme for Local Business Service Centres (LBSCs) to support NQF based SMME skills development.

The draft Memorandum of Understanding (MoU) between Ntsika Enterprises Promotion Agency and the DoL (2002b) is an excellent example of a capacity building programme that attempts to ensure that SMME providers become accredited and offer NQF aligned training.

Until recently, Ntsika has implemented its own accreditation processes. The MoU is a first step towards aligning the Ntsika process with that of the ETQAs.

1.5 INTERNATIONAL COMPARISONS

An international comparative study was undertaken to compare the validity of the inclusion of SMME ETD provider in the quality assurance spiral. The following is a summary of the findings:

1.5.1 Ireland

The National Qualifications Authority of Ireland¹⁵ establishes and maintains qualifications framework. Two independent bodies the Further Education and Training Awards Council and the Higher Education and Training Awards Council validate programmes and award qualifications.

Identified SMME involvement: No evidence.

1.5.2 Scotland

The Scottish Qualifications Authority¹⁶ is responsible for the development and accreditation of qualifications and the approval of providers. This responsibility is delegated to more than a 100 awarding bodies. The Scottish Council of National Training Organisations¹⁷ regulates National Training Organisations, which are being replaced by UK-wide Sector Skills Councils.

Identified SMME involvement: No evidence.

1.5.3 New Zealand

The New Zealand Qualifications Authority¹⁸ is responsible to develop a NQF, administer qualifications and oversee the examination system. Quality assurance functions are delegated to the Association of Polytechnics in New Zealand and the Association of Colleges of Education in New Zealand. The New Zealand Vice Chancellors' Committee does the quality assurance of higher education. The New Zealand Qualifications Authority also oversees 46 Industry Training Organizations.

Identified SMME involvement: Larger providers pay a higher annual fee. Small providers pay a 'minimum fee'. Accreditation requirements are independent of the size of the provider.

¹⁵ www.nqai.ie, also see www.fetac.ie and www.hetac.ie.

¹⁶ www.sqa.org.uk

¹⁷ www.sconto.org.uk

¹⁸ www.nzqa.govt.nz

1.5.4 Singapore

The Singapore Productivity Standards Board¹⁹ focuses on standards and quality, as well as on SMMEs and administers the Singapore Accreditation Council which focuses on QMS.

Identified SMME involvement: Economic groupings are formed in an attempt to assist SMMEs. A process to ensure that government regulations and rules remain relevant to small providers is followed. Franchising is used as a growth strategy for local enterprises.

1.5.5 Australia

The Australian National Training Authority oversees the registration of training providers as well as the development of the Australian Qualifications Framework²⁰.

Identified SMME involvement: No evidence.

1.5.6 Canada

Canada has a decentralized system with various provincial initiatives, the Education Quality and Accountability Office²¹ in Ontario and the Council on Post-Secondary Education²², which is responsible to promote excellence and stability in Manitoba, being two examples.

Identified SMME involvement: No evidence.

1.5.7 United Kingdom

The Quality Assurance Agency²³ is an independent body funded by subscriptions from higher education providers. Its core business is to review the quality and standards of UK higher education.

Identified SMME involvement: No evidence.

1.5.8 Kenya

The Kenya Commission for Higher Education accredits private universities.

¹⁹ www.psb.gov.sg

²⁰ www.anta.gov.au and www.aqf.edu.au.

²¹ www.eqao.com

²² www.copse.mb.ca

²³ www.qaa.ac.uk

Identified SMME involvement: No evidence.

1.5.9 United States

A collegial process of self-review exists. There are 2 types of accreditation (institutional & programmatic). The Council on Higher Education Accreditation (previously known as the Commission on Recognition of Postsecondary Accreditation) recognizes accrediting agencies in the private non-governmental sector. The National Skills Standards Board²⁴ coalition is responsible to build a national system of skills standards.

Identified SMME involvement: The 2 types of accreditation (programmatic and institutional) are relevant.

Based on the summary of international comparisons, the following aspects are noted:

- In the cases where providers are charged for accreditation it is acceptable to reduce such a fee for specific providers
- Minimum accreditation requirements are not negotiable, even for SMME providers
- Distinct groupings of SMME providers can be valuable
- Processes to facilitate access for SMME providers are needed
- It is acceptable to apply franchising to ETD provisioning

1.6 SMME SURVEY

The University of Pretoria conducted a survey during August to September 2002 to determine the barriers to accreditation for SMME service providers. The survey involved interviews and discussions as well as the analysis of questionnaires sent to 450 SMME ETD providers. A response rate of 17,6% implies that the survey has to be followed by a second to ensure a higher response rate (the questionnaire that was used in the survey can be found in *Appendix E*; detailed quantitative results can be found in *Appendix F*).

The demographic information of the respondents can be summarized as follows:

- The majority are closed corporations (36,7%) or Section 21 companies (30,4%)
- 46,8% employ 1-5 people

²⁴ www.nssb.org

- 53% have an annual turnover between R 150,000 and R 2 million
- 61,6% are between 5-10 years old
- 74,4% are based in Gauteng
- 49,4% of owners completed the survey
- 65,8% used English as home language
- Over 50% had a tertiary qualification

Based on the demographic composition of the respondents and the fact that a SAQA database was used in the survey, confirms the need for a second more comprehensive survey. Even so, this initial survey has succeeded in identified the following barriers for SMME service providers:

1.6.1 Documentation

Respondents indicated that the number of documents that needed to be completed in an application for accreditation where too many and also too time consuming to complete. Some respondents indicated that expert knowledge was required to complete these documents.

1.6.2 Location of ETQAs

Most ETQAs are located in major centers (Johannesburg, Pretoria and Cape Town). The distribution of SMME providers across the country necessitates travel expense and inhibits communication and participation.

1.6.3 Administrative burden

This barrier is a confirmation of the first, that of documentation. Over and above the administrative burden placed on providers during the application process, there are various reports and policies that need to be developed on an ongoing basis.

1.6.4 Costs

As implied in the previous three barriers, SMME providers cannot afford to spend large parts of their budgets on accreditation related issues.

In conclusion the University of Pretoria recommends that ETQAs need to reconsider documentation and costs. They also note that further research is needed for a greater response rate in order to make more general recommendations.

1.7 SUMMARY

Various underlying principles are evident in SMME ETD provisioning. In the context of this guideline document the following suggestions are made:

1.7.1 SMME ETD providers be grouped as follows:

- Survivalists
- Small
- World-competitive small-scale

1.7.2 The generic definition of each of the three groupings must be applied by ETQAs.

1.7.3 SAQA's role is to support ETQAs in the accreditation of SMME providers of education and training that deliver training programmes that culminate in specified NQF standards or qualifications and manages the assessment thereof by developing policies and guidelines.

1.7.4 The role of ETQAs enable equitable accreditation processes for SMME providers. ETQAs should have a developmental approach, and not act as 'gate-keepers', which makes it more difficult for SMME providers to participate in quality assured training.

1.7.5 Consensus between all roleplayers is vital, even though application and interpretation in different sectors might vary. This consensus includes an attempt to include an alignment with various other initiatives.

1.7.6 International comparisons reveal little support targeted at SMME providers.

1.7.7 Documentation, the location of ETQAs, administrative burden and costs are barriers to accreditation for SMME providers and needs to be addressed.

The following chapter takes the grouping suggested in this chapter (1.7.1) a step further by looking at the ranking suggested in the National Small Business Act. The other suggestions (1.7.2 to 1.7.7) are taken up again in the last chapter.

CHAPTER 2: RANKING CRITERIA FOR SMME ETD PROVIDERS

INTRODUCTION

In this chapter the classification criteria (or schedule²⁵ as it is referred to in the National Small Business Act) is discussed in more detail. During the execution of this research project it became apparent that the NSBA Schedule has become outdated and in need of regular revisions:

"Some of the difficulties of the SMME strategy are the consequences of lumping vastly divergent enterprises into the same category. Sooner or later the Act may have to be amended in order to address these difficulties. Such an amended Act will then spell out variations in the strategy as it pertains to the different types of enterprises" (Karungu, 2000:53).

This chapter is an attempt to find consensus on the following:

- The need for an alternative ranking criteria, that is other than the NSBA schedule
- Suggestions for such alternative ranking

2.1 THE NATIONAL SMALL BUSINESS ACT (NSBA)

The main purpose of the NSBA was to provide for:

- The establishment of the National Small Business Council
- The establishment of Ntiska Enterprise Promotions Agency
- Guidelines for organs of state in order to promote small business

By using a Standard Industrial Classification an attempt was made to define business using the following criteria:

- Total full-time equivalent of paid employees
- Total annual turnover
- Total gross asset value (fixed property excluded)

It is clear that the various categories within each classification were based on the needs within that specific sector²⁶. The SIC classification focuses

²⁵ The NSBA Schedule can be found in Appendix D.

²⁶ Appendix D contains a summary of the NSBA schedule, the fields and sub-field of the NQF and the scope of coverage of the SETAs.

on business in general, the NQF fields focuses on vocational and academic training and the scope of coverage of the SETAs are in most cases based on the scope of the original Industry Training Boards (ITBs).

When applying a costing index²⁷ to the NSBA schedule it is important to note the following:

- Some sectors (e.g. Manufacturing, Electricity, Gas and Water) would be more able to afford to pay for accreditation
- Some sectors (e.g. Agriculture, Catering, Accommodation and Trade) would be less able to afford to pay for accreditation
- Micro enterprises, irrespective of the sector, would be less able to pay for accreditation.

Based on this discussion, it is important to note that various departments and institutions have adapted the NSBA schedule to suit the context within which they engage with SMMEs.

2.2 THE NEED FOR ALTERNATIVE RANKING CRITERIA

The adaptation of the NSBA schedule points to a need for an alternative ranking for SMME ETD providers. The suggested alternative should be aligned with the NSBA schedule, and in no ways contradict it.

An example of the application of alternative ranking criteria has been found within the Department of Trade and Industry (DTI). DTI is using a three-track approach (Damane, 2002), differentiating mainly between formal and non-formal businesses:

- Survivalists enterprises (informal)
- Small to medium (indicates growth orientated micro enterprises)
- Small scale operations in growth sectors (competitiveness)

DTI also emphasizes differentiation based on location. It is evident that SMME located in small towns, rural and peri-urban areas require specific assistance.

The application of alternative ranking criteria is also evident between amongst ETQAs. Of all the ETQAs interviewed, only one was applying this schedule as found in the NSBA. And even in this case it was merely to improve the manageability of providers.

²⁷ The costing index consists of the following calculation: (Total annual turnover + Total gross asset value) / Total full time employees. This results in an index that provides a cost-per-employee value. (Appendix D).

Most ETQAs are ranking (categorizing) providers on aspects appropriate to the education and training context²⁸. Examples of ranking include:

- Types of accreditation
- Levels of accreditation²⁹
- Ranking based on the types of programmes offered (NQF alignment)
- Workplace and non-workplace providers³⁰

It is evident that the SMME classification of ETD providers has become too inclusive. The fact that very few ETQAs are using this classification supports the notion to use an alternative that would be more suitable to the ETD environment, and would also facilitate the implementation of measures to ensure that SMME providers have access to an equitable accreditation process.

2.3 SUMMARY

The following are the suggestions related to the ranking of SMME providers:

- 2.3.1 There is no need to rank ETD providers in the sizes and classes as prescribed in the NSBA. The distinction between small-, medium and micro enterprises (SMMEs) are not being used by ETQAs. The three groupings suggested in the first chapter are suggested as an alternative: Survivalist, small and world-competitive small scale.
- 2.3.2 The differentiation between profit and non-profit orientated enterprises, whether they be survivalist, small or world-competitive has merit, yet this differentiation will be difficult to implement and even more difficult to verify. It is rather suggested that all three groupings of SMME providers are supported, irrespective of profit orientation.
- 2.3.3 SMME providers (all three groupings) that function as workplace-based³¹ providers are unique and need to receive targeted support. This would imply that small workplace providers would have an alternative option than the current one of pursuing accreditation. It

²⁸ The limitation imposed on the ETQA if the NSBA Schedule is used becomes evident in the financial and accounting sector where numerous enterprises have a low number of employees, but large annual turnovers. These enterprises do not fit the mould and require an alternative approach.

²⁹ The types and levels of accreditation is discussed again in *Section 3.1*.

³⁰ The possibility of supporting workplace providers has been mooted in the Report of the Study Team on the Implementation of the NQF (2002). This option is explored in more detail in *Section 3.2*.

³¹ Any provider that delivers learning programmes in an employer based delivery site, only to the employees of the specific employer and that culminate in specified NQF standards or qualifications and/or manages the assessment thereof.

is suggested that this suggestions is not implemented yet, but that the ministerial approval of the *Report of the Study Team on the implementation of the NQF (2002)* be awaited.

- 2.3.4 Although the constituency of the provider, i.e. the ETQA to whom levies are paid, will be important to individual ETQAs, this will be matter to be debated within each ETQA. Assistance based on constituency should not impact on the ranking of the SMME ETD providers.

The last chapter explores practical ways in which ETQAs are able to support SMME providers.

CHAPTER 3: DEVELOPING AN EQUITABLE ACCREDITATION PROCESS FOR SMME PROVIDERS OF EDUCATION AND TRAINING

INTRODUCTION

This chapter focuses on the third research objective, namely to *formulate an equitable accreditation process that will facilitate accreditation of SMME ETD providers across all sectors and bands.*

Based on the assumption that *"one criteria that tries to fit all types of providers does not work efficiently"* (DoL, 2002c:77) and the grouping discussed in the previous chapters (survivalist, small and world-competitive), the discussion in this chapter is based on ways to support SMME ETD providers

This chapter focuses on the following aspects:

- Defining accreditation
- The ways in which SMME providers can be supported
- The alternative options to accreditation that are available to SMME providers

3.1 DEFINING ACCREDITATION

ETQAs are accredited by SAQA for *"...the purpose of monitoring and auditing achievements in terms of national standards or qualifications and standards"* (SAQA, 2001c:7). In turn ETQAs are responsible for accrediting providers³² whose primary focus³³ coincides with the primary focus of the ETQA, provided that the body seeking accreditation:

1. *Is registered as a provider in terms of the applicable legislation*³⁴.

³² In terms of the ETQA regulations a provider is defined as "a body which delivers learning programmes which culminate in specified National Qualifications Framework standards or qualifications and/or manages the assessment thereof".

³³ Primary Focus is defined as "that activity or objective within the sector upon which an organization or body concentrates its efforts".

³⁴ Current legislation refers to whole qualifications only (a minimum of 120 credits). As many SMME providers offer Short Courses (less than 120 credits) they would be prohibited from registering with the DoE.

2. *Has an effective and functional QMS as required by the ETQA regulations.*
3. *Is able to develop, deliver and evaluate learning programmes, which culminate in specified registered standards and qualifications.*
4. *Has the necessary financial, administrative and physical resources.*
5. *Has the necessary policies, practices and reporting procedures as required by the ETQA regulations.*
6. *Has not already been granted accreditation by another ETQA.*

In an attempt to customize the accreditation process in various sectors, it is apparent that ETQAs are using different interpretations of the ETQA regulations. These interpretations generally improve the accessibility to accreditation for SMME ETD providers, but in some cases make the process more prohibitive and costly:

"...no barriers should be created to ensure that small businesses, which are expected to create new employment, are not excluded from the skills development strategy" (DoL, 2001:43).

SAQA (2001a) prescribes only two forms of accreditation:

- **Provisional accreditation:** *"Granted for an agreed, limited period of time according to an agreed programme of development to enable full accreditation criteria to be met, provided the interests of the learner are protected" (SAQA, 2001a:11).*
- **Accreditation:** *"The certification, usually for a particular period of time, of a person, a body or an institution as having the capacity to fulfill a particular function in the quality assurance system set up by the South African Qualifications Authority in terms of the Act" (SAQA, 2001a:17)³⁵.*

The present variety of interpretations³⁶ of SAQA policy with regard to provisional accreditation and accreditation has directly contributed to the barriers that SMME providers are facing. The unique nature of each sector has undoubtedly contributed to development of this variety.

³⁵ An alternative definition is found in the US based Distance Education Training Council's Directory of Accredited Providers (DETC, 2002:3): *"...accreditation is certification by a recognized body that an institution has voluntarily undergone a comprehensive study and examination, which has demonstrated that the institution does in fact perform the functions that it claims: that the institution has set educational goals for the students who enroll, and furnished materials and services that enable students to meet these stated goals".*

³⁶ These interpretations include levels of accreditation (FIETA), categories of accreditation (MAPPP) and interim accreditation (MQA).

3.2 SUPPORTING SMME ETD PROVIDERS

The following section explores ways in which SMME ETD providers can be supported. Although all providers should be supported (independent of size), it is suggested that SMME ETD providers are made aware of the options that are specifically targeted at them.

3.2.1 Financial assistance

Some ETQAs would be able to offer SMME providers, specifically the survivalist and small grouping, some financial support³⁷. When the DoL charging and funding suggestions are implemented (DoL, 2001) it will be important to take note of these groupings. The impact of charging on SMME ETD providers is significant and has to be included in any study aiming to support small providers: *"High fees and cumbersome processes would drive small training providers away from the ETQA process"* (DoL, 2001:34).

SAQA has engaged with the DoL on this matter and suggests the following to ETQAs:

Waive charges for survivalist and small providers. At present most ETQAs are waiving³⁸ charges in anticipation of legislation from the DoL and/or SAQA. In this case the funding of the ETQA originates mainly from SETA surplus grants. ETQAs that do not have this option, or that receive low levy income have been forced to start charging in an effort to cover expenditure.

The DoL supports this notion: *"We therefore propose that any small business should only pay a nominal fee. The loss of income from not charging SMEs full costs could be recovered from the strategic grant budget of the SETAs"*³⁹ (DoL, 2001:41).

Subsidize where needed. This option suggests that an application and approval system is established so that all (including SMME) providers who are in need of financial assistance can apply for subsidization. The criteria that is used to determine successful applications needs to be well documented and not based solely on a decision by the relevant ETQA manager or ETQA committee.

³⁷ Various ETQAs have suggested that the possibility of accessing the NSF needs to be explored.

³⁸ SERVICES SETA is an example of an ETQA that has created a funding window (i.e. are waiving charges) to assist and capacitate SMME providers.

³⁹ Non-SETA ETQAs do not have access to NSF funds or strategic grant budgets and will need additional support to enable them to waive charges to survivalist and small providers.

Use a sliding scale. In the cases where providers fall above the SMME cut-off point, namely the large and world-competitive small-scale providers, ETQAs should use a sliding scale. The following is suggested: *The minimum accreditation fee will cover 100 learners, and there will be a stepped increase for each additional 100 learners.*

The cost to a SMME provider entails more than the payment to the relevant ETQA. The administrative work required for registering and applying for accreditation is described as "prohibitive and cost exorbitant" (Andrew, 1999:7). The survey, discussed in Chapter 1, also noted that cost is a barrier to accreditation. Measures to minimize the paperwork and time that is associated with an application for accreditation need to be implemented.

It is also evident that levy-paying providers have greater access to SETA ETQAs. It is hoped that the DoL model would address this current favoritism and not allow ETQAs to show away providers, simply because they do not pay levy to the specific SETA.

It is important to note that SAQA is attempting to align the suggestions contained in this document with the DoL study to regulate the charging and funding of ETQA services (DoL, 2001).

3.2.2 Minimum criteria for accreditation

The SAQA minimum criteria for accreditation (discussed in Section 3.1) are being expanded in some sectors. The reasons for doing so are mainly based on the specific nature of the sector, for example where the circumstances in which training is offered might be of a life-threatening nature.

These additional requirements⁴⁰ place an increased burden on SMME ETD providers. If these providers are going to be given access to an equitable accreditation process the legality of such additional requirements may have to be contested.

Although these additional requirements may be absolutely necessary even legally implicated) in many cases, it is important that ETQAs offer additional support to small providers when such additional requirements are enforced.

⁴⁰ Examples of additional requirements are sponsorships (BANKSETA), audited financial statements (FOODBEV), up to date levy payments (FASSET), submission of WSP (FASSET), OHS compliance (ESETA), existence for more than a year (SABPP), references (HWSETA), legal status (HWSETA), recognized QMS (MQA) and affiliation to a professional body (SABPP).

3.2.3 Targeted requirements of evidence

A targeted approach to the evidence that providers need to submit in order to comply with the minimum criteria for accreditation is supported by INSETA: *"Although SAQA criteria may remain constant the quality indicators and evidence required may change in keeping with the changing needs of the education and training in the insurance sector"*.

Using a similar approach, SABPP and PAB have indicated that the quality indicators or evidence may differ within their sectors. By no means does this imply that the minimum criteria is changed or lowered.

The following is an example of targeted requirements of evidence:

Minimum criteria for provider: Shared primary focus

Minimum requirements of evidence (Developmental Approach):

1. Mission statement
2. The band(s) and level(s) of primary focus
3. Specific standards and qualifications

Minimum requirements of evidence (Systems-in-place Approach):

1. Mission statement
2. The relationship between the primary focus of the provider and that of the intended ETQA
3. The band(s) and level(s) of primary focus and how these band(s) and level(s) match those of the intended ETQA
4. Specific standards and qualifications, and how these standards and qualifications match those that fall within the suggested sector.
5. The relation of the band(s) and level(s) to a coherent, progressive pattern of registered standards or qualifications within learning pathways
6. The relation of the standards and qualifications to articulation and portability within the identified pathway, other providers, and other pathways

It is suggested that ETQAs explore this option further. The unique nature of each sector will determine the detailed development of targeted requirements of evidence.

3.2.4 Allocation of quality advisors

It is suggested that advisors be allocated to all (including SMME) providers who request assistance on ETQA matters. These advisors are also referred to as quality assurers, accreditation evaluators and facilitators (DoL, 2002c:7). It may be possible to assist providers in the accreditation process, in a process similar to the allocation of Skills Development

Advisors. It is also suggested that survivalist and small ETD providers do not pay for this service.

3.2.5 Availability of ETQA resources

Even though many SMME providers are not located in close vicinity to ETQAs, it would be possible to support providers by allowing them access to some ETQA resources.

Resources can include access to the relevant ETQA's database. The software can be made available to providers to load onto their own computers (without charge or at least at a minimal rate). Alternatively, providers can access the database via the Internet or even at the ETQA's offices. In such a case the provider will have to provide evidence of access to the database.

3.2.6 Proforma documents

The availability of proforma documents can increase the rate at which providers are able to comply with the minimum accreditation criteria.

These documents can include:

- QMS Policy
- Staff selection, appraisal and development policy
- Learner entry, guidance and support policy
- Assessment policy

The proforma documents will not take the place of the evidence that providers will need to submit, but rather give such providers a framework within which they are able to develop their own documents.

3.2.7 Telephonic consultations

ETQAs must be able to offer providers effective telephonic support. An information desk or call centre would be ideal, but can also be replaced by contact details of ETQA staff that are available to handle such queries. Continual reference to ETQA staff that are not available does not facilitate access for the SMME providers in particular.

3.2.8 Information sharing and advocacy

It is important that ETQAs reach their constituent providers where they are based. Many SMME providers are located in semi-urban and rural areas and are in many cases totally unaware of the various ETQA processes and functions.

Fully function websites including user-friendly ETQA matters are also an effective way to advocate ETQA matters. Unfortunately many SMME providers would not benefit from this.

3.2.9 Coordinated capacity building projects

At present there are various initiatives to build capacity in education and training. Some ETQAs (e.g. W&R SETA and ETDP SETA) have initiated such projects, SAQA and the DoL (DoL, 2002d) are in the process of developing similar programmes. It is suggested that greater coordination, specifically from the DoL Head Office, will greatly improve the effectiveness of these projects.

According to the DoL, *"there is a need to build the capacity of SMME training providers to ensure that relevant programmes, that are of a high standard, and that comply with SAQA/NQG criteria, are provided to the unemployed and underemployed people of South Africa"* (2002d:1).

The following section focuses specifically on the alternative options to accreditation that providers would have when offering NQF aligned training and/or assessment.

3.3 ALTERNATIVE OPTIONS FOR SMME ETD PROVIDERS

All providers have to comply with the minimum requirements for accreditation. Providers that partially comply, are given provisional accreditation for a limited period of time according to an agreed programme of development, to enable full accreditation criteria to be met, provided the interests of the learners are protected (SAQA, 2001a:17).

Some providers, in particular SMME providers, may not to apply for accreditation, no matter how much ETQA try to support them in this process. These providers may prefer to look at alternative options and it would be important that ETQAs are aware of the options that are available in their various sectors, so that they can advise these providers.

3.3.1 Alignment with an accredited provider

This option does will not necessarily lead to accreditation. Some small providers prefer to align themselves with larger accredited providers; examples include licensing, vendors, franchisees, satellites and associates. In most cases the smaller provider approaches a larger accredited provider, which in turn is responsible for the training offered by the small provider and usually has an internal quality assurance process

to ensure that these providers continue to comply with the SAQA minimum criteria.

This option is also advocated by the DoL (2002c:46): *Where a provider makes use of sub-contractors to conduct training on its behalf, the provider applying for accreditation will remain responsible for all quality assurance matters* and *"The subcontractor will have to conform to the policies and procedures of the provider"*.

3.3.2 Partnership with a lead provider

In principle this option is very similar to the alignment option, with the following differences:

- This option could lead to accreditation
- A large accredited provider works in a partnership with a small provider, e.g. when submitting a tender.
- The sustainability of this option is important – a possible measure has been suggested by the DoL and would require the accreditation of the small provider as one of the outcomes of the partnership.

3.3.3 Delivery and/or assessment groupings⁴¹

This option is based on the premise that providers can be accredited as a delivery-only or an assessment-only site. The suggestion is that a number of 'delivery-only providers' jointly contract the services of a provider accredited to do assessment.

In all three these alternative options, it will be very important to clarify the roles and responsibilities of all roleplayers.

3.4 SUMMARY

The following are the suggestions related to this chapter:

- 3.4.1 By legislation SAQA prescribes that providers are *accredited* if they meet the appropriate criteria. Providers that meet these criteria in part can be *provisionally accredited* for a limited period of time. The current variety of interpretations used by some ETQAs is not valid, whether they constitute a variation in definition or in application. This variety of approaches further excludes SMME providers from the quality assurance process. It is suggested that ETQAs use only the legislated criteria and terminology.

⁴¹ The groupings can often be configured as consortia (DoL, 2002c:2).

3.4.2 It is possible to support all providers (including SMMEs) in the following ways:

- Financial assistance, which includes the waiving of accreditation charges (where such fees are required) for survivalists and small providers. Assistance could also be based on constituency, levy payments and the number of years that the provider has been operating.
- Additional requirements for accreditation (over and above the SAQA minimum criteria) that ETQA place on providers must be limited to the absolute minimum. In such exceptions the ETQA must offer targeted support so that providers are enabled to meet this requirement.
- It is possible to require providers to submit targeted evidence to meet the minimum accreditation criteria.
- The allocation of quality advisors (at no cost to survivalist and small providers).
- Availability of ETQA resources, such as access to the specific database.
- Performa documents, such as QMS and assessment policy.
- Telephonic consultations.
- Information sharing and advocacy.
- Coordinated capacity building projects.

3.4.3 Providers, specifically SMME providers, which prefer not to apply for accreditation can be advised to follow the following options:

- Alignment with an accredited provider.
- Partnership with a lead provider
- Deliver and/or assessment groupings

All the above options imply that the ETQA has a list of larger accredited providers that are willing, and able, to support the smaller provider. These options must also be to the advantage of the larger provider and not be controlled by the ETQA.

TERMS AND DEFINITIONS

| | |
|--|---|
| Survivalist ETD provider | An enterprise that does not pay tax, does not employ any people and is not registered as a company with regard to the applicable legislation, which delivers learning programmes that culminate in specified NQF standards or qualifications and/or manages the assessment thereof. |
| Small ETD provider | A separate and distinct business entity, with between 1 and 50 employees, an annual turnover of less than R1 million, which delivers learning programmes that culminate in, specified NQF standards or qualifications and/or manages the assessment thereof. |
| World-competitive small-scale ETD provider | A separate and distinct business entity, with less than 50 employees, an annual turnover of more than R1 million, which delivers learning programmes that culminate in, specified NQF standards or qualifications and/or manages the assessment thereof. |
| Large ETD Provider | A separate and distinct business entity, with more than 50 employees, an annual turnover of more than R1 million, which delivers learning programmes that culminate in, specified NQF standards or qualifications and/or manages the assessment thereof. |
| Workplace-based Provider | Any provider that delivers learning programmes in an employer based delivery site, only to the employees of the specific employer and that culminate in specified NQF standards or qualifications and/or manages the assessment thereof. |
| Accreditation | The certification, usually for particular period of time, of a person, a body or institution as having the capacity to fulfill a particular function in the quality assurance system set up by SAQA in terms of the Act. |
| Provisional accreditation | Granted for an agreed, limited period of time according to an agreed programme of development to enable full accreditation criteria to be met, provided the interests of the learner are protected. |

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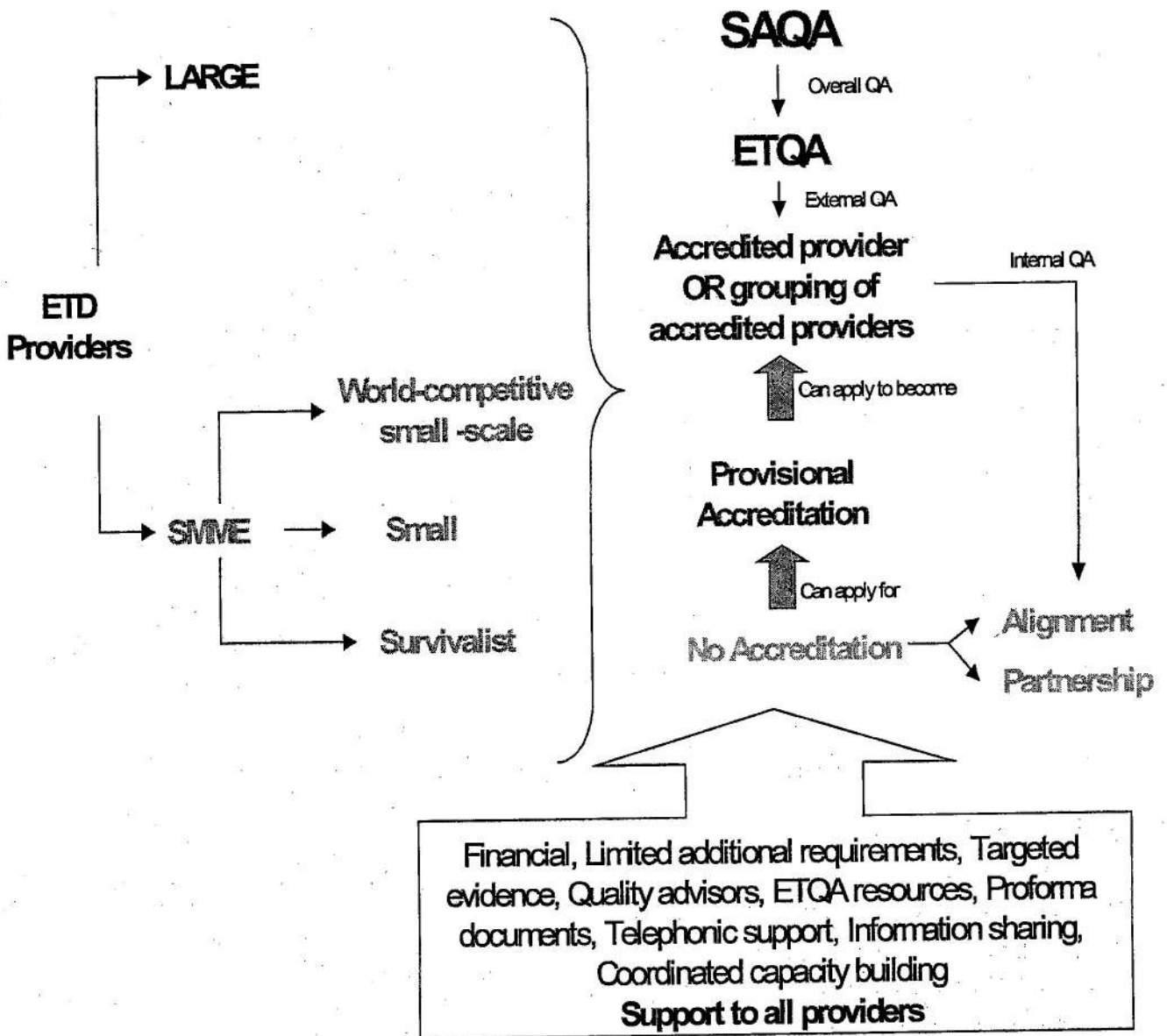
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APPENDIX A DIAGRAMMATIC SUMMARY



APPENDIX B

LIST OF INTERVIEWED STAKEHOLDERS

Structured interviews were held with the following persons:

| | | |
|------------------------------------|-------------------|--|
| APPETD | Andries Lategan | andries@sn.apc.org |
| BANKSETA | Daphney Hamilton | daphneh@bankseta.org.za |
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| University of Pretoria | Gideon Nieman | jjones@wrseta.org.za |
| W&RSETA | Juliet Jones | |

APPENDIX C

TOWARDS A COMPREHENSIVE DATABASE OF SMME PROVIDERS OF EDUCATION AND TRAINING

The following SMME ETD provider databases have been identified:

- All ETQAs (it is assumed that all ETQAs will have a database, or are in the process of implementing such a database as this is part of their accreditation requirements)
- APPETD (including INPROV)
- Ntsika Enterprises Promotion Agency⁴²
- SABS⁴³
- SAQI⁴⁴
- Khula Enterprise Finance Ltd⁴⁵
- DoL

It is recommended that:

- C1. Each ETQA must include additional fields on their databases will improve SMME-related research and thus also support the SMME accreditation process. These fields must also be reflected on the NLRD.

The following fields are suggested:

- The size of the provider: Large / world-competitive / small / survivalist
 - Workplace / non-workplace based
 - Accreditation status: Provisional accreditation / Accreditation / No accreditation (if possible record should be kept of the alternative options that such a provider exercises)
 - The details of larger, established and accredited providers that are willing to form alignments, partnerships or groupings
 - The links between providers, e.g. alignments, partnerships or groupings
- C2. The NLRD be used as a comprehensive database of SMME providers. The establishment of a separate database is not recommended due to the amount of duplication that such a process would require.

⁴² <http://www.ntsika.org.za/>

⁴³ <http://www.sabs.co.za/137.html>

⁴⁴ <http://www.saqi.co.za/>

⁴⁵ <http://www.khula.org.za/>

APPENDIX D

CLASSIFICATION OF SMMEs

Standard Industrial Classification

- Community, Social and Personal Services
- Finance and Business Services
- Agriculture
- Mining and Quarrying
- Manufacturing
- Electricity, Gas and Water
- Construction
- Retail and Motor Trade and Repair Services
- Wholesale Trade, Commercial Agents and Allied Services
- Catering, Accommodation and other Trade
- Transport, Storage and Communications

Field and sub-fields of the NQF

- Agriculture And Nature Conservation
- Culture And Arts
- Business, Commerce And Management Studies
- Communication Studies And Language
- Education, Training And Development
- Manufacturing, Engineering And Technology
- Human And Social Studies
- Law, Military Science And Security
- Health Sciences And Social Services
- Physical, Mathematical, Computer And Life Sciences
- Services
- Physical Planning And Construction

Scope of coverage of SETAs

- Financial and accounting services
- Banking
- Chemical Industries
- Clothing textiles, footwear and leather
- Construction
- Diplomacy, Intelligence, Defense, and Trade
- Education, Training and Development Practices
- Energy
- Food and Beverage Manufacturing Industry
- Forest Industries
- Health and Welfare
- Information systems, electronics and telecommunications
- Insurance
- Local government, water and related services
- Media, advertising, publishing, printing and packaging
- Mining
- Manufacturing, engineering and related services
- Police, private security, legal and correctional services
- Primary Agriculture
- Public Service

- Secondary Agriculture
- Services Sector
- Tourism and Hospitality
- Transport

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | |
|---|---------------|--|-----------------------|---|--|
| Sector or sub-sectors in accordance with the Standard Industrial Classification | Size or class | Total full-time equivalent of paid employees | Total annual turnover | Total gross asset value (fixed property excluded) | Costing index: 100 * (Col 4 + Col 5) / Col 3 |
| | | Less than | Less than | Less than | |
| Agriculture | M | 100 | R 4.00 m | R 4.00 m | 8 |
| | S | 50 | R 2.00 m | R 2.00 m | 8 |
| | VS | 10 | R 0.40 m | R 0.40 m | 8 |
| | μ | 5 | R 0.15 m | R 0.10 m | 5 |
| Mining and Quarrying | M | 200 | R 30.00 m | R 18.00 m | 24 |
| | S | 50 | R 7.50 m | R 4.50 m | 24 |
| | VS | 20 | R 3.00 m | R 1.80 m | 24 |
| | μ | 5 | R 0.15 m | R 0.10 m | 5 |
| Manufacturing | M | 200 | R 40.00 m | R 15.00 m | 27.5 |
| | S | 50 | R 10.00 m | R 3.75 m | 27.5 |
| | VS | 20 | R 4.00 m | R 1.50 m | 27.5 |
| | μ | 5 | R 0.15 m | R 0.10 m | 5 |
| Electricity, Gas and Water | M | 200 | R 40.00 m | R 15.00 m | 27.5 |
| | S | 50 | R 10.00 m | R 3.75 m | 27.5 |
| | VS | 20 | R 4.00 m | R 1.50 m | 27.5 |
| | μ | 5 | R 0.15 m | R 0.10 m | 5 |
| Construction | M | 200 | R 20.00 m | R 4.00 m | 12 |
| | S | 50 | R 5.00 m | R 1.00 m | 12 |
| | VS | 20 | R 2.00 m | R 0.40 m | 12 |
| | μ | 5 | R 0.15 m | R 0.10 m | 5 |
| Retail and Motor Trade and Repair Services | M | 100 | R 30.00 m | R 5.00 m | 35 |
| | S | 50 | R 15.00 m | R 2.50 m | 35 |
| | VS | 10 | R 3.00 m | R 0.50 m | 35 |
| | μ | 5 | R 0.15 m | R 0.10 m | 5 |
| Wholesale Trade, Commercial Agents and Allied Services | M | 100 | R 50.00 m | R 8.00 m | 58 |
| | S | 50 | R 25.00 m | R 4.00 m | 58 |
| | VS | 10 | R 5.00 m | R 0.50 m | 58 |
| | μ | 5 | R 0.15 m | R 0.10 m | 5 |
| Catering, Accommodation and other Trade | M | 100 | R 10.00 m | R 2.00 m | 12 |
| | S | 50 | R 5.00 m | R 1.00 m | 12 |
| | VS | 10 | R 1.00 m | R 0.20 m | 12 |
| | μ | 5 | R 0.15 m | R 0.10 m | 5 |
| Transport, Storage and Communications | M | 100 | R 20.00 m | R 5.00 m | 25 |
| | S | 50 | R 10.00 m | R 2.50 m | 25 |
| | VS | 10 | R 2.00 m | R 0.50 m | 25 |
| | μ | 5 | R 0.15 m | R 0.10 m | 5 |
| Finance and Business Services | M | 100 | R 20.00 m | R 4.00 m | 24 |
| | S | 50 | R 10.00 m | R 2.00 m | 24 |
| | VS | 10 | R 2.00 m | R 0.40 m | 24 |
| | μ | 5 | R 0.15 m | R 0.10 m | 5 |
| Community, Social and Personal Services | M | 100 | R 10.00 m | R 5.00 m | 15 |
| | S | 50 | R 5.00 m | R 2.50 m | 15 |
| | VS | 10 | R 1.00 m | R 0.50 m | 15 |
| | μ | 5 | R 0.15 m | R 0.10 m | 5 |

APPENDIX E

QUESTIONNAIRE USED IN SMME ETD SURVEY

PART A: BUSINESS INFORMATION

1. Please indicate the form of business ownership

| | |
|------------------------|--------------------------|
| 01. Sole proprietor | <input type="checkbox"/> |
| 02. Partnership | <input type="checkbox"/> |
| 03. Close Corporation | <input type="checkbox"/> |
| 04. Company | <input type="checkbox"/> |
| 05. Section 21 company | <input type="checkbox"/> |
| 06. Trust | <input type="checkbox"/> |
| 07. Other ... specify | |

2. Your position in the business

| | |
|-----------------------|--------------------------|
| 01. Owner | <input type="checkbox"/> |
| 02. Manager | <input type="checkbox"/> |
| 03. Training manager | <input type="checkbox"/> |
| 04. Other ... specify | |

3. Gender

| | |
|-----------|--------------------------|
| 1. Male | <input type="checkbox"/> |
| 2. Female | <input type="checkbox"/> |

4. Home Language

5. Number of employees

| | |
|----------------|--------------------------|
| 1. 1-5 | <input type="checkbox"/> |
| 2. 6-9 | <input type="checkbox"/> |
| 3. 10-19 | <input type="checkbox"/> |
| 4. 20-29 | <input type="checkbox"/> |
| 5. 30-39 | <input type="checkbox"/> |
| 6. 40-49 | <input type="checkbox"/> |
| 7. 50 and more | <input type="checkbox"/> |

6. Education

| | |
|-------------------------------|--------------------------|
| 1. Grade 11 or less | <input type="checkbox"/> |
| 2. Matric (Grade 12) | <input type="checkbox"/> |
| 3. National Diploma (3 years) | <input type="checkbox"/> |

| | |
|---------------------------------|--------------------------|
| 4. Baccalareus Degree (3 years) | <input type="checkbox"/> |
| 5. B Tech Degree (4 years) | <input type="checkbox"/> |
| 6. Honours Degree | <input type="checkbox"/> |
| 7. Master Degree | <input type="checkbox"/> |
| 8. Doctors Degree | <input type="checkbox"/> |

7. Annual sales/turnover

| | |
|-----------------------------|--------------------------|
| 1. R1 – R150 000 | <input type="checkbox"/> |
| 2. R150 001 – R2 million | <input type="checkbox"/> |
| 3. R2 million – R5 million | <input type="checkbox"/> |
| 4. R5 million – R10 million | <input type="checkbox"/> |
| 5. R10 million and more | <input type="checkbox"/> |

8. Age of business

Date business started

| | |
|------|-------|
| Year | Month |
| | |

PART B: GETTING ACCREDITED AS A PROVIDER**9. Does your company provide training that leads to a recognised qualification?**

| | |
|--------|--------------------------|
| 1. Yes | <input type="checkbox"/> |
| 2. No | <input type="checkbox"/> |

10. Do you know SAQA (South African Qualification Authority)?

| | |
|--------|--------------------------|
| 1. Yes | <input type="checkbox"/> |
| 2. No | <input type="checkbox"/> |

11. Are you aware of the accreditation of providers by ETQAs (Education and Training Quality Assurance Bodies) to deliver learning programmes leading to specified qualifications and/or unit standards?

| | |
|--------|--------------------------|
| 1. Yes | <input type="checkbox"/> |
| 2. No | <input type="checkbox"/> |

12. Do your customers know about this accreditation?

| | |
|--------|--------------------------|
| 1. Yes | <input type="checkbox"/> |
| 2. No | <input type="checkbox"/> |

13. Are you an accredited provider?

| | |
|--------|--------------------------|
| 1. Yes | <input type="checkbox"/> |
| 2. No | <input type="checkbox"/> |

14. How much are you willing to pay for the accreditation as a provider?

| | |
|----------------------|--------------------------|
| 1. Less than R5 000 | <input type="checkbox"/> |
| 2. R5 000 – R7 500 | <input type="checkbox"/> |
| 3. R7 500 – R10 000 | <input type="checkbox"/> |
| 4. More than R10 000 | <input type="checkbox"/> |

15. In which sector does your main focus lie? (Please tick ✓ an appropriate box)

| | |
|--|--------------------------|
| 01. Agriculture and nature conservation | <input type="checkbox"/> |
| 02. Culture and arts | <input type="checkbox"/> |
| 03. Business, commerce and management studies | <input type="checkbox"/> |
| 04. Communication studies and language | <input type="checkbox"/> |
| 05. Education, training and development | <input type="checkbox"/> |
| 06. Manufacturing, engineering and technology | <input type="checkbox"/> |
| 07. Human and social studies | <input type="checkbox"/> |
| 08. Law, military science and security | <input type="checkbox"/> |
| 09. Health sciences and social services | <input type="checkbox"/> |
| 10. Physical, mathematical, computer and life sciences | <input type="checkbox"/> |
| 11. Services | <input type="checkbox"/> |
| 12. Physical planning and construction | <input type="checkbox"/> |

16. Please indicate the accreditation body if you are an accredited provider (Please tick ✓ an appropriate box)

| | |
|--|--------------------------|
| 01. Financial and accounting services | <input type="checkbox"/> |
| 02. Banking | <input type="checkbox"/> |
| 03. Chemical industries | <input type="checkbox"/> |
| 04. Clothing textiles, footwear and leather | <input type="checkbox"/> |
| 05. Construction | <input type="checkbox"/> |
| 06. Diplomacy, intelligence, defence and trade | <input type="checkbox"/> |
| 07. Education, training and development practices | <input type="checkbox"/> |
| 08. Energy | <input type="checkbox"/> |
| 09. Food and beverage manufacturing industry | <input type="checkbox"/> |
| 10. Forest industries | <input type="checkbox"/> |
| 11. Health and welfare | <input type="checkbox"/> |
| 12. Information system, electronics and telecommunications | <input type="checkbox"/> |
| 13. Insurance | <input type="checkbox"/> |
| 14. Local government, water and related services | <input type="checkbox"/> |
| 15. Media, advertising, publishing, printing and packaging | <input type="checkbox"/> |

| | |
|---|--------------------------|
| 16. Mining | <input type="checkbox"/> |
| 17. Manufacturing, engineering and related services | <input type="checkbox"/> |
| 18. Police, private security, legal and correctional services | <input type="checkbox"/> |
| 19. Primary agriculture | <input type="checkbox"/> |
| 20. Public service | <input type="checkbox"/> |
| 21. Secondary agriculture | <input type="checkbox"/> |
| 22. Services sector | <input type="checkbox"/> |
| 23. Tourism and hospitality | <input type="checkbox"/> |
| 24. Transport | <input type="checkbox"/> |

17. Are your courses NQF aligned?

| | |
|--------|--------------------------|
| 1. Yes | <input type="checkbox"/> |
| 2. No | <input type="checkbox"/> |

18. If your answer in (17) was NO, please give reasons

19. Will you approach ETQAs more quickly if their locations are close to your firm?

| | |
|--------|--------------------------|
| 1. Yes | <input type="checkbox"/> |
| 2. No | <input type="checkbox"/> |

20. If you aren't an accredited provider, are you planning to apply for the accreditation?

| | |
|--------|--------------------------|
| 1. Yes | <input type="checkbox"/> |
| 2. No | <input type="checkbox"/> |

21. If your answer in (20) was NO, please give reasons

(a)

(b)

(c)

PART C: INFORMATION ON ETQAs

Please indicate (✓) to which extent you agree or disagree with the following statements. The last 2 columns are for office use only.

| Variable | Statement | Strongly disagree 1 | Disagree 2 | Neither agree nor disagree 3 | Agree 4 | Strongly agree 5 |
|----------|---|--------------------------|--------------------------|---------------------------------|--------------------------|--------------------------|
| V25 | I know that an ETQA accredits my organisation as a provider to deliver programmes leading to specified NQF qualification and unit standards | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| V26 | The lack of personnel resources prevents me from applying for accreditation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| V27 | The costs of accreditation are too high | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| V28 | ETQAs provide assistances to training providers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| V29 | There are too many documents to complete | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| V30 | I have access to people with the knowledge to assist me in preparing an application | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| V31 | I will approach an ETQA if their offices were located closer to my firm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| V32 | Learners know what accreditation means | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| V33 | My details will be kept confidential by the ETQAs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| V34 | I have staff to prepare the documents for ETQA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| V35 | I am aware of the function of ETQAs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| V36 | I have sufficient knowledge to prepare documentation for an ETQA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| V37 | The numbers of documents to complete are time consuming | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| V38 | I don't have the funds to apply for accreditation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| V39 | My primary focus ETQA is located in a major centre | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| V40 | Specialised knowledge is required to complete application forms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| V41 | I am fully aware of the costs involved in applying for accreditation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| V42 | Fear of failure to gain accreditation prevents me from applying | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| V43 | My primary focus ETQA is too far away from my firm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| V44 | ETQA personnel (employees) are trained to assist applicants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| V45 | Accreditation puts an administrative burden on my business | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| V46 | The cost of accreditation prevents me from applying | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| V47 | It is too time consuming to prepare | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX F

RESULTS OF SMME ETD SURVEY

| Table 1: details of business | | |
|---------------------------------|-----------|--------|
| Variable | Frequency | % |
| 1. Form of business | | |
| Sole proprietor | 4 | 5.06 |
| Partnership | 3 | 3.80 |
| Close corporation | 29 | 36.71 |
| Section 21 company | 24 | 30.37 |
| Company | 6 | 7.58 |
| Trust | 3 | 3.80 |
| Public company | 1 | 1.27 |
| Holding | 1 | 1.27 |
| Division of listed company | 1 | 1.27 |
| Tertiary institution | 1 | 1.27 |
| Government | 1 | 1.27 |
| NGO | 1 | 1.27 |
| Not indicated | 4 | 5.06 |
| Total | 79 | 100.00 |
| 2. Number of employees | | |
| 1-5 | 37 | 46.84 |
| 6-9 | 10 | 12.66 |
| 10-19 | 16 | 20.25 |
| 20-29 | 4 | 5.06 |
| 30-39 | 2 | 2.53 |
| 40-49 | 2 | 2.53 |
| 50 and more | 7 | 8.86 |
| Not indicated | 1 | 1.27 |
| Total | 79 | 100.00 |
| 3. Turnover/annual sales | | |
| R1 – R 150 000 | 6 | 7.59 |
| R150 001 – R2 million | 42 | 53.17 |
| R2 million – R5 million | 16 | 20.25 |
| R5 million – R10 million | 6 | 7.59 |
| R10 million and more | 8 | 10.13 |
| Not indicated | 1 | 1.27 |
| Total | 79 | 100.00 |
| 4. Age | | |
| 0-2 years | 7 | 8.86 |
| 2-5 years | 19 | 24.05 |
| 5-10 years | 25 | 31.65 |
| 10-20 years | 18 | 22.78 |
| 20-30 years | 3 | 3.80 |
| 30 years and more | 7 | 8.86 |
| Total | 79 | 100.00 |
| 5. Province | | |
| Gauteng | 59 | 74.68 |
| Western cape | 12 | 15.19 |
| Kwazulu-Natal | 2 | 2.53 |
| Eastern cape | 3 | 3.80 |
| Mpumalanga | 0 | 0 |
| Limpopo | 0 | 0 |
| Free state | 0 | 0 |
| Northern cape | 0 | 0 |
| North west | 2 | 2.53 |
| Not indicated | 1 | 1.27 |
| Total | 79 | 100.00 |

| | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| documents required by my primary focus ETQA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

23. Please indicate in which province your business is situated

| | |
|-------------------|--------------------------|
| 01. Gauteng | <input type="checkbox"/> |
| 02. Western Cape | <input type="checkbox"/> |
| 03. Kwazulu-Natal | <input type="checkbox"/> |
| 04. Eastern Cape | <input type="checkbox"/> |
| 05. Mpumalanga | <input type="checkbox"/> |
| 06. Limpopo | <input type="checkbox"/> |
| 07. Free State | <input type="checkbox"/> |
| 08. Northern Cape | <input type="checkbox"/> |
| 09. North West | <input type="checkbox"/> |

Table 2: Details of respondents

| Variable | Frequency | % |
|-------------------------------|-----------|--------|
| 1. Position | | |
| Owner | 39 | 49.36 |
| Manager | 15 | 18.99 |
| Training manager | 6 | 7.59 |
| Director | 6 | 7.59 |
| Co-owner | 1 | 1.27 |
| Consultant | 2 | 2.53 |
| Director/principal | 1 | 1.27 |
| Principal | 2 | 2.53 |
| Concept designer | 1 | 1.27 |
| Quality assurance | 1 | 1.27 |
| Not indicated | 5 | 6.33 |
| Total | 79 | 100.00 |
| 2. Home language | | |
| Afrikaans | 22 | 27.85 |
| English | 52 | 65.81 |
| Setswana | 1 | 1.27 |
| English and Afrikaans | 3 | 3.80 |
| Not indicated | 1 | 1.27 |
| Total | 79 | 100.00 |
| 3. Education | | |
| Grade 11 or less | 1 | 1.27 |
| Matric (grade 12) | 5 | 6.33 |
| National diploma (3 years) | 5 | 6.33 |
| Baccalaureus degree (3 years) | 11 | 13.92 |
| B Tech degree (4 years) | 4 | 5.06 |
| Honours degree | 15 | 19.00 |
| Master degree | 19 | 24.05 |
| Doctors degree | 6 | 7.59 |
| Not indicated | 13 | 16.45 |
| Total | 79 | 100.00 |
| 4. Gender | | |
| Male | 43 | 54.43 |
| Female | 36 | 45.57 |
| Total | 79 | 100.00 |

Table 3: Accreditation

| Variable | Yes | | No | | Not indicated | | Total | |
|---|------|-------|------|-------|---------------|-------|-------|--------|
| | Freq | % | Freq | % | Freq | % | Freq | % |
| 1. Does your company provide training that leads to a recognised qualification? | 38 | 48.10 | 37 | 46.84 | 4 | 5.06 | 79 | 100.00 |
| 2. Do you know SAQA (South African Qualification Authority)? | 78 | 98.73 | 0 | 0 | 1 | 1.27 | 79 | 100.00 |
| 3. Are you aware of the accreditation of providers by ETQAs (Education and Training Quality Assurance Bodies) to deliver learning programmes leading to specified qualifications and/or unit standards? | 76 | 96.20 | 2 | 2.53 | 1 | 1.27 | 79 | 100.00 |
| 4. Do your customers know about this accreditation? | 73 | 92.41 | 4 | 5.06 | 2 | 2.53 | 79 | 100.00 |
| 5. Are you an accredited provider? | 37 | 46.84 | 38 | 48.10 | 4 | 5.06 | 79 | 100.00 |
| 6. Are your courses NQF aligned? | 64 | 81.01 | 12 | 15.19 | 3 | 3.80 | 79 | 100.00 |
| 7. Will you approach ETQAs more quickly if their locations are close to your firm? | 41 | 51.90 | 32 | 40.51 | 6 | 7.59 | 79 | 100.00 |
| 8. If you aren't an accredited provider, are you planning to apply for the accreditation? | 37 | 46.84 | 2 | 2.53 | 40 | 50.63 | 79 | 100.00 |

Table 4: Payment

| Variable | Frequency | % |
|--|-----------|--------|
| 1. Amount of money one is willing to pay as a provider | | |
| Less than R5 000 | 54 | 68.36 |
| R5 000 – R7 500 | 8 | 10.13 |
| R7 500 – R10 000 | 6 | 7.59 |
| More than R10 000 | 4 | 5.06 |
| Not indicated | 7 | 8.86 |
| Total | 79 | 100.00 |

Table 5: Sector

| Variable | Frequency | % |
|--|-----------|--------|
| 1. Main sector business lies | | |
| Agriculture and nature conservation | 0 | |
| Culture and arts | 0 | |
| Business, commerce and management studies | 13 | 16.45 |
| Communication studies and language | 4 | 5.06 |
| Education, training and development | 17 | 21.52 |
| Manufacturing, engineering and technology | 4 | 5.06 |
| Human and social studies | 1 | 1.27 |
| Law, military science and security | 1 | 1.27 |
| Health sciences and social services | 4 | 5.06 |
| Physical, mathematical, computer and life sciences | 1 | 1.27 |
| Services | 8 | 10.12 |
| Physical planning and construction | 1 | 1.27 |
| Not indicated | 25 | 31.65 |
| Total | 79 | 100.00 |

Table 6: Accreditation bodies

| Variable | Frequency | % |
|---|-----------|--------|
| 1. Accreditation body | | |
| Financial and accounting services | 0 | 0 |
| Banking | 0 | 0 |
| Chemical industries | 0 | 0 |
| Clothing textiles, footwear and leather | 0 | 0 |
| Construction | 1 | 1.27 |
| Diplomacy, intelligence, defence and trade | 0 | 0 |
| Education, training and development practices | 7 | 8.85 |
| Energy | 2 | 2.53 |
| Food and beverage manufacturing industry | 0 | 0 |
| Forest industries | 0 | 0 |
| Health and welfare | 4 | 5.06 |
| Information system, electronics and telecommunications | 0 | 0 |
| Insurance | 0 | 0 |
| Local government, water and related services | 2 | 2.53 |
| Media, advertising, publishing, printing and packaging | 0 | 0 |
| Mining | 0 | 0 |
| Manufacturing, engineering and related services | 1 | 1.27 |
| Police, private security, legal and correctional services | 0 | 0 |
| Primary agriculture | 0 | 0 |
| Public service | 1 | 1.27 |
| Secondary agriculture | 0 | 0 |
| Services sector | 35 | 44.30 |
| Tourism and hospitality | 0 | 0 |
| Transport | 1 | 1.27 |
| Not indicated | 25 | 31.65 |
| Total | 79 | 100.00 |

Table 7: Reasons of being not NQF aligned

| Variable | Frequency | % |
|--|-----------|--------|
| 1. Reasons being not QF aligned | | |
| Still in process | 7 | 8.86 |
| Difficulty of getting respond from correspond bodies | 2 | 2.53 |
| Lack of capacity | 1 | 1.27 |
| Aligning aspects of programme with registered unit standards to make interim accreditation permanent | 2 | 2.53 |
| Can't get any related standard/direction | 2 | 2.53 |
| Not indicated | 65 | 82.28 |
| Total | 79 | 100.00 |

Table 8: Reasons that provider aren't planning to apply for accreditation

| Variable | Frequency | % |
|---|-----------|--------|
| 1. Reasons that provider aren't planning to apply for accreditation | | |
| Courses don't lead to formal qualification | 2 | 2.53 |
| Accreditation process too slow and complicated | 1 | 1.27 |
| Already in the process | 1 | 1.27 |
| Not indicated | 75 | 94.93 |
| Total | 79 | 100.00 |
| 2. | | |
| Already submitted application to ETQA | 1 | 1.27 |
| Paid for an amount of money and still waiting for result | 1 | 1.27 |
| Not indicated | 77 | 97.46 |
| Total | 79 | 100.00 |
| 3. | | |
| Already registered with Department of Labour | 1 | 1.27 |
| No straight answer was given | 1 | 1.27 |
| Not indicated | 77 | 97.46 |
| Total | 79 | 100.00 |

Table 9: Response on statements

| Statement | 1 % | 2 % | 3 % | 4 % | 5 % | Mean | Standard deviation |
|--|--------|--------|--------|--------|--------|------|-----------------------|
| 1. I know that an ETQA accredits my organisation as a provider to deliver programmes leading to specified NQF qualification and unit standards | 3.80 | 1.27 | 6.33 | 29.11 | 59.49 | 4.39 | 0.95 |
| 2. The lack of personnel resources prevents me from applying for accreditation | 24.36 | 28.21 | 12.82 | 20.51 | 14.10 | 2.72 | 1.40 |
| 3. The costs of accreditation are too high | 11.39 | 15.19 | 37.97 | 11.39 | 22.78 | 3.15 | 1.32 |
| 4. ETQAs provide assistances to training providers | 15.38 | 16.67 | 24.36 | 34.62 | 8.97 | 3.05 | 1.22 |
| 5. There are too many documents to complete | 0 | 10.26 | 20.51 | 24.36 | 44.87 | 4.04 | 1.04 |
| 6. I have access to people with the knowledge to assist me in preparing an application | 11.39 | 17.72 | 16.46 | 39.24 | 15.19 | 3.29 | 1.25 |
| 7. I will approach an ETQA if their offices were located closer to my firm | 5.26 | 19.74 | 40.79 | 30.26 | 3.95 | 3.08 | 0.93 |
| 8. Learners know what accreditation means | 8.86 | 32.91 | 24.05 | 27.85 | 5.06 | 2.84 | 1.13 |
| 9. My details will be kept confidential by the ETQAs | 11.69 | 12.99 | 33.77 | 27.27 | 14.29 | 3.19 | 1.19 |
| 10. I have staff to prepare the documents for ETQA | 32.47 | 23.38 | 20.78 | 11.69 | 11.69 | 2.47 | 1.36 |
| 11. I am aware of the function of ETQAs | 1.33 | 6.67 | 17.33 | 46.67 | 28.00 | 3.93 | 0.92 |
| 12. I have sufficient knowledge to prepare documentation for an ETQA | 15.19 | 20.25 | 18.99 | 29.11 | 16.46 | 3.11 | 1.33 |
| 13. The numbers of documents to complete are time consuming | 1.27 | 2.53 | 16.46 | 22.78 | 56.96 | 4.32 | 0.93 |
| 14. I don't have the funds to apply for accreditation | 16.46 | 30.38 | 31.65 | 15.19 | 6.33 | 2.65 | 1.12 |
| 15. My primary focus ETQA is located in a major centre | 2.53 | 1.27 | 29.11 | 37.97 | 29.11 | 3.90 | 0.93 |
| 16. Specialised knowledge is required to complete application forms | 2.53 | 3.80 | 18.99 | 50.63 | 24.05 | 3.90 | 0.90 |
| 17. I am fully aware of the costs involved in applying for accreditation | 21.52 | 27.85 | 16.46 | 27.85 | 6.33 | 2.70 | 1.26 |
| 18. Fear of failure to gain accreditation prevents me from applying | 52.56 | 23.08 | 16.67 | 3.85 | 3.85 | 1.83 | 1.09 |
| 19. My primary focus ETQA is too far away from my firm | 21.52 | 26.58 | 36.71 | 7.59 | 7.59 | 2.53 | 1.14 |
| 20. ETQA personnel (employees) are trained to assist applicants | 6.41 | 23.08 | 38.46 | 25.64 | 6.41 | 3.03 | 1.01 |
| 21. Accreditation puts an administrative burden on my business | 6.33 | 12.66 | 17.72 | 29.11 | 34.18 | 3.72 | 1.24 |
| 22. The cost of accreditation prevents me from applying | 18.18 | 25.97 | 42.86 | 6.49 | 6.49 | 2.57 | 1.07 |
| 23. It is too time consuming to prepare documents required by my primary focus ETQA | 8.86 | 20.25 | 32.91 | 21.52 | 16.46 | 3.16 | 1.19 |

Table 10: Statements ranking of mean

| Variable | Mean | Standard deviation |
|--|------|--------------------|
| 1. I know that an ETQA accredits my organisation as a provider to deliver programmes leading to specified NQF qualification and unit standards | 4.39 | 0.95 |
| 13. The numbers of documents to complete are time consuming | 4.32 | 0.93 |
| 5. There are too many documents to complete | 4.04 | 1.04 |
| 11. I am aware of the function of ETQAs | 3.93 | 0.92 |
| 15. My primary focus ETQA is located in a major centre | 3.90 | 0.93 |
| 16. Specialised knowledge is required to complete application forms | 3.90 | 0.90 |
| 21. Accreditation puts an administrative burden on my business | 3.72 | 1.24 |
| 6. I have access to people with the knowledge to assist me in preparing an application | 3.29 | 1.25 |
| 9. My details will be kept confidential by the ETQAs | 3.19 | 1.19 |
| 23. It is too time consuming to prepare documents required by my primary focus ETQA | 3.16 | 1.19 |
| 3. The costs of accreditation are too high | 3.15 | 1.32 |
| 12. I have sufficient knowledge to prepare documentation for an ETQA | 3.11 | 1.33 |
| 7. I will approach an ETQA if their offices were located closer to my firm | 3.08 | 0.93 |
| 4. ETQAs provide assistances to training providers | 3.05 | 1.22 |
| 20. ETQA personnel (employees) are trained to assist applicants | 3.03 | 1.01 |
| 8. Learners know what accreditation means | 2.84 | 1.13 |
| 2. The lack of personnel resources prevents me from applying for accreditation | 2.72 | 1.40 |
| 17. I am fully aware of the costs involved in applying for accreditation | 2.70 | 1.26 |
| 14. I don't have the funds to apply for accreditation | 2.65 | 1.12 |
| 22. The cost of accreditation prevents me from applying | 2.57 | 1.07 |
| 19. My primary focus ETQA is too far away from my firm | 2.53 | 1.14 |
| 10. I have staff to prepare the documents for ETQA | 2.47 | 1.36 |
| 18. Fear of failure to gain accreditation prevents me from applying | 1.83 | 1.09 |

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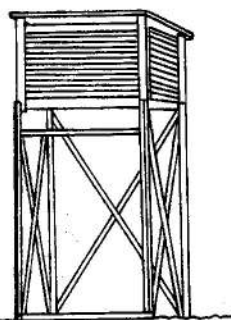
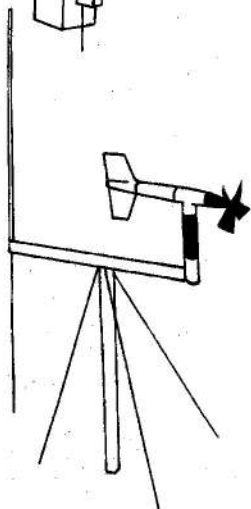
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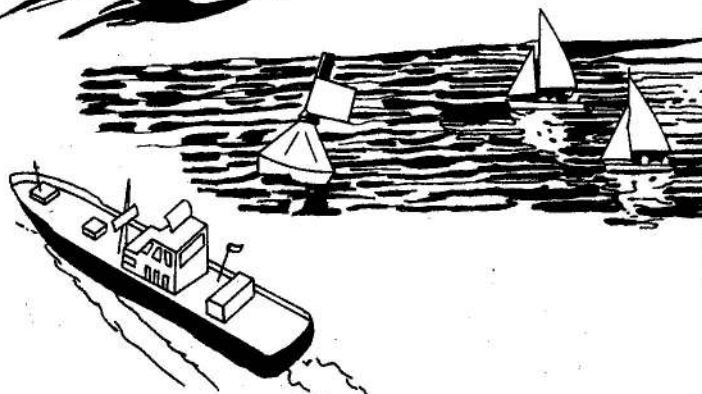
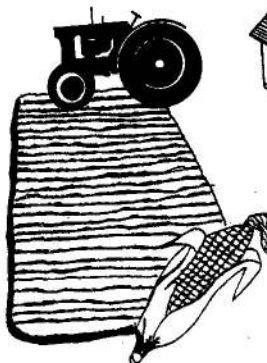
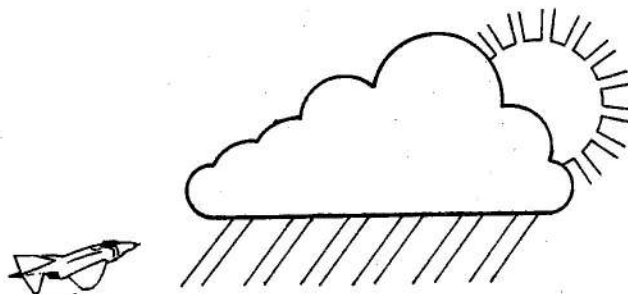
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