



Application for Accreditation as a Training Provider

Guidelines

In pursuance of FP&M SETA's obligations to develop and promote the sector they represent, a system for accreditation has been introduced to ensure the provision of quality needs-based and demand-driven education and training.

The accreditation system is aimed at all training organisations/providers within the sector encompassed by FP&M SETA's and who are seeking to have their organisational practices recognized as being able to provide quality training and, or, assessment practices and procedures. The accreditation procedure is in line with best practice education and training methods, and incorporates the management of this provision aligned to that of best practice quality management systems.

The accreditation system introduced by FP&M SETA's is based on two principles:

- **a fixed framework**
- **a process approach**

The fixed framework ensures compliance with the SAQA regulations whilst the process approach allows for the flexibility of ongoing development and improvement on the provision of quality education and training.

Fixed Framework

The fixed framework in which FP&M SETA's conducts the accreditation of organisations comprises the following;

SAQA Criteria for the Achievement of Accreditation

The criteria are:

- 1.1 The primary focus of the provider coincides with that of FP&M SETA's;
- 1.2 The provider is a legal entity at the time of seeking accreditation;
- 1.3 There is a document which defines the provider's quality goals, processes, action plans and review mechanisms;
- 1.4 The provider can demonstrate that it has the necessary physical, financial and administrative resources to implement and manage quality education and training programmes;

- 1.5 The provider can demonstrate the ability to deliver and evaluate learning programmes which culminate in registered unit standards towards a qualification;
- 1.6 The provider has policies and practices for-
 - Learner entry, guidance and support
 - The efficient management of on-site and off-site learning and assessment;
- 1.7 The provider has the capacity and ability to produce the requisite reports;
- 1.8 The provider has, or has access to the necessary Assessor/s for unit standard or qualification assessment.

FP&M SETA's Quality Management Systems

The FP&M SETA's QA policies and procedures are based on the following principles:

- 2.1 Respect and accommodate a broad range of organisations/providers in the sector;
- 2.2 Recognise that good practice may be manifest in a wide range of practices settings and contexts;
- 2.3 Focus on the ability of the organization to meet best practice standards;
- 2.4 Strive for efficiency and cost effectiveness;
- 2.5 Promote access and equity.

Sectors FP&M SETA's Represent

- Clothing
- Footwear
- Forestry
- Furniture
- General Goods
- Packaging
- Printing
- Publishing
- Pulp and Paper
- Textiles
- Wood Products

The Provider

For the purposes of accreditation, a provider is any person /organisation/ institution/ workplace that offer education and training and/ or assessment as their core business for:

- Skills Programme/s
- Learnership/s

Any provider, no matter how large or small, whose primary focus coincides with FP&M SETA's target/range, and whose provision is FP&M SETA's education and training related, should apply for accredited status.

Benefits of Accreditation

- Providers meet the requirements in terms of SAQA legislation

- Accreditation affords providers the opportunity to offer learning programmes which culminates into registered qualifications.

A Process Approach

The following steps and timeframes apply to the accreditation process

STEP 1

Provider applies for accreditation

- FP&M SETA applicant makes initial contact.
- Accreditation Pack is made available to the prospective Training Provider.
- Using the Accreditation Pack create a portfolio of evidence file which should be structured in the following manner:
 - Section A
 - Provider Information
 - Provider Address
 - Contact Detail
 - Scope of application including Qualification, Unit Standards
 - Portfolio of evidence
 - Section B
 - Programme Strategy / Implementation Plan
 - Alignment Tables to show alignment of learning programmes and assessment tools to the Unit Standard outcomes and assessment criteria.
 - Section C
 - Assessor Registration for all assessors.
 - Assessor alignment to indicate how accreditation scope will be covered by registered assessors.
 - Moderator Registration
 - Moderator alignment to indicate how accreditation scope will be covered by registered moderators.
- **The completed file must follow the above sections as a guide and be clearly marked with dividers. Please return the file to the appropriate Regional FP&M SETA's office.**
- Receipt of the Application is acknowledged.

STEP 2

Desk review

- The application is reviewed by FP&M SETA Accreditation committee.
- Should the findings of the review not be favorable, then the provider will be sent a development compliance plan and given a maximum of six months in which to resubmit the application. Failure to resubmit within the stipulated time frame will result in the provider having to re-apply for accreditation status.
- If the desk review is favorable, then the provider is informed and agreement is reached on the audit process and date.
- Site visit is scheduled with applicant.
- Applicant will be informed if an external subject matter expert will form part of the audit team.

STEP 3

Site Audit

- FP&M SETA Audit team conducts in a local audit.

- Site audit report is drafted by team leader.
- FP&M SETA QA approves report and distributes to applicant with decision on accreditation.

STEP 4

Accreditation and certification

- The final audit report is completed by the Team leader and submitted to the Quality Assurance committee for ratification.
- The final results of the audit, including recommendations, and the decision regarding accreditation status are conveyed to the applicant.
- Should an audit result be unsatisfactory, the provider will be given a development compliance plan with agreed timeframes to meet the non-compliance issues.
- Should an audit result be favorable, then the organisation will be granted FP&M SETA accreditation for a period of five years.
- The successful applicant will receive the FP&M SETA accreditation certificate.

Notes

The applicant will have full right of appeal as described below.

1. Should any applicant be dissatisfied at any point in the proceedings, they have the right to communicate such dissatisfaction to the QA Manager of the relevant region of the FP&M SETA directly.
2. Any person aggrieved by the decision of the FP&M SETA may appeal according to the appeals procedures of the FP&M SETA in writing. The executive committee shall deal with such appeal transparently.
3. The QA MANAGER shall periodically arrange for unannounced follow-up evaluations to be carried out on accredited organisations/employers and make situation reports thereon. The accredited organisation/workplace will be advised in writing of the result of such evaluation through a developmental compliance plan.

Please note that if you are currently paying levies to another Seta and your scope falls within that of the FP&M SETA, you will first have to complete a change of seta document before continuing with this process.

Programme Evaluation

Providers that are accredited by another QA and require Programme Evaluation for their learning programmes need only complete the following sections:

- Section A1
- Section B
- Section C
- Section D

Dear Provider

Please complete the following four sections and ensure that your application for accreditation is indexed in the same manner. Please submit one manual copy and one electronic copy if possible.

Section A: Quality Management System

- A1 Organisational back ground
- A2 Business Plan
- A3 Governance structures
- A4 Financial Management
- A5 HR Management
- A6 Marketing Management & Research
- A7 Learner Management
- A8 Asset Management
- A9 Assessment & Moderation Management
- A10 Recognition of Prior learning
- A11 Monitoring and continuous improvement

Section B: Alignment of Learning Programme/s and Assessment Instruments

- B1 Implementation Plan
- B2 Alignment of content and assessment instruments

Section C: Details of facilitators, assessors and moderators

- C1 Detail of Facilitator/s
- C2 Detail of Assessors- all assessors must be registered with the ETDP SETA and be subject experts
- C3 Detail of Moderators- all Moderators must be registered with the ETDP SETA

Section D Participation terms and conditions

Section A1

Declaration of Training Provider accreditation status

Purpose

The purpose of this declaration is to ensure that the applicant provider has not embarked on an application process of accreditation with any other QA, other than the FP&M SETA.

We, (Provider name) hereby declare that we, as an organisation have not applied or are not in the process of applying to another QA for accreditation.

Signature of authorised person for provider

If the training provider has embarked on applying to another QA, the FP&M SETA QA will need to see proof of cancellation of such an application from the relevant QA prior to considering this application for accreditation.

Non-compliance

Any training provider that purposefully misleads the FP&M SETA QA in this regard will not be considered for accreditation.

Provider Information

Provider Code		Only applicable if the Provider is accredited by another QA body/SETA
QA ID		
Legal Name		
Trade Name		
Provider Type		Training & Education/ Training / Education / Employer
Provider Class		NGO / Public / Private / CC, Pty (Ltd), Section 21 or other
Provider Location		Internal / External
SARS Number		
Provider SDL Number	L	
SIC Code		Standard Industry Code available on SDL 201
SETA Code		
Company size		Small (0-49), Medium(50-250), Large(250+)

*NB. All Providers need not to be register with the Department of Education anymore, which use to be a pre requisite for institutions offering qualifications or courses leading to qualifications (unit standard based or non-unit standard based) in terms of the FET Act 1998 (Act No 98 of 1998) on line registration forms can be found on the DOE website at www.education.gov.za

Provider Address

Postal Address	
Code	
Physical Address	
Code	
Phone Number	
Fax Number	
Province	

Contact Person

Contact Name	
Phone Number	
Cell Phone Number	
E-Mail Address	

Scope of Accreditation

It is important to be **specific** with the scope of accreditation. FP&M SETA will accredit Training Providers for NQF registered Qualifications and/or Unit Standards. Clustered Unit Standards may form a Skills Programme if they lead to an outcome. Skills Programmes have to be registered with the QA before applying for accreditation.

In the next section list the Qualifications with the core, fundamentals and electives for each qualification. The Provider may copy and paste the qualification from www.saqa.org.za and delete the electives that are not applicable. If accreditation is for individual Unit Standards copy only the relevant Unit Standards.

A2 Business Plan

Complete / insert the following after this page – use the same index numbers

After you have completed this exercise, evaluate your organisation's ability to offer quality education and training in terms of the following subsections and indicate it with a tick in the relevant box.

Subsections	Not Incl.	Poor	Average	Good	Excl
A2.1 Mission Statement					
A2.2 Vision Statement					
A2.3 Goals and principles					
A2.4 Business Plan that covers the 5 year accreditation period					

Who is responsible for the design, implementation and monitoring of the Policies A2-A11?

A3 Governance structures

Complete / insert the following after this page – use the same index numbers

After you have completed this exercise, evaluate your organisation's ability to offer quality education and training in terms of the following subsections and indicate it with a tick in the relevant box.

Subsections	Not Incl.	Poor	Average	Good	Excl
A3.1 Frequency of board/management meetings & Quorum					
A3.2 Profile of Board/constituency (Not applicable to SMME's)					
A3.3 Examples/Evidence of reviews being implemented					

A4 Financial Management

Complete / insert the following after this page – use the same index numbers

After you have completed this exercise, evaluate your organisation's ability to offer quality education and training in terms of the following subsections and indicate it with a tick in the relevant box.

Subsections	Not Incl.	Poor	Average	Good	Excl
A4.1 Effective administration systems – Financial statements/Letter from auditor (Except for SMME's in business for less than 1 year.)					
A4.2 Good administrative systems including filing and record keeping.					
A4.3 Preferential procurement policy-					
A4.4 Lease policy and lease agreements					
A4.5 Financial Management Policy and procedure					

A5 HR Management

Complete / insert the following after this page – use the same index numbers

After you have completed this exercise, evaluate your organisation's ability to offer quality education and training in terms of the following subsections and indicate it with a tick in the relevant box.

Subsections	Not Incl.	Poor	Average	Good	Excl
A5.1 Employment Equity Plan (<i>not applicable to SMME – less than 50 staff and less than R10 million turn over per annum</i>)					
A5.2 Organogram of the organisation's structure and clear job descriptions					
A5.3 Recruitment and selection and induction policy					
A5.4 Workplace Skills Plan (<i>not applicable to SMME – less than 50 staff or R500 000 annual turnover</i>)					
A5.5 Staff development policy					
A5.6 Performance review and appraisals					
A5.7 Disciplinary, grievance and appeals policy and procedure					
A5.8 Termination of staff policy and procedures					

A6 Marketing Management & Research

Complete / insert the following after this page – use the same index numbers

After you have completed this exercise, evaluate your organisation's ability to offer quality education and training in terms of the following subsections and indicate it with a tick in the relevant box.

Subsections	Not Incl.	Poor	Average	Good	Excellent
A.6.1 Insert samples of marketing materials					
A.6.2 Research policy					

A7 Learner Management

Complete / insert the following after this page – use the same index numbers

After you have completed this exercise, evaluate your organisation's ability to offer quality education and training in terms of the following subsections and indicate it with a tick in the relevant box.

Subsections	Not Incl.	Poor	Average	Good	Excl
A7.1 Learner selection policy that indicates the following:					
• <i>Nature of learner support and interaction clearly outlined</i>					
• <i>Learner selection and entry requirements clearly outlined</i>					
• <i>Learner orientation provides clear learning map to navigate the programme attendance and study requirements</i>					
• <i>Learner orientation provides clear learning map to navigate the programme practice and assessment</i>					
• <i>Learner access to resources, media, equipment clearly outlined</i>					
• <i>Learner access to coaches & mentors indicated</i>					
• <i>Learner complaints management and/or appeals procedure clearly evident</i>					
• <i>Learner feedback on facilitators and assessors</i>					
• <i>Support for learner special needs</i>					
A7.2 Employment equity plan and implementation (related to learners)					
A7.3 Social support policy					
A7.4 Career counseling policy					
A7.5 Learner placement policy					
A7.6 Complete and updated learner records and contact details					
A.7.7 Administrative procedure for tracking learner certification even after the learner has left the programme					
A7.8 Clear Administrative procedure for;					
• <i>Managing learner applications/enrolments on the day of registration</i>					
• <i>Tracking learner progress during the delivery of the programme</i>					
• <i>Recording of learner achievements/ assessments on a regular basis</i>					
• <i>Tracking learner certification even after the learner has left the programme</i>					

• <i>Certification that relates to the FP&M SETA certification policy</i>					
• <i>Learner Information Confidentiality</i>					
• <i>Learner attrition</i>					
A7.9 Daily class attendance registers					

A8 Asset Management

Complete / insert the following after this page – use the same index numbers

After you have completed this exercise, evaluate your organization’s ability to offer quality education and training in terms of the following subsections and indicate it with a tick in the relevant box.

Subsections	Not Incl.	Poor	Average	Good	Excellent
A8.1 Asset register of physical resources					
A8.2 Comply with the Compensation for Occupational Injuries and Diseases Act					
A8.3 Site of learning comply with the Occupational Health and Safety Act					
A8.4 Administrative procedure / policy for the ‘stock’ control of learning materials and resources					

A9 Learning, Assessment and Moderation Management

Complete / insert the following after this page – use the same index numbers and thereafter complete the self-evaluation checklist

After you have completed this exercise, evaluate your organization’s ability to offer quality education and training in terms of the following subsections and indicate it with a tick in the relevant box.

Subsections	Not Incl.	Poor	Average	Good	Excellent
A9.1 Policies and procedures for the Design, Development, Delivery and Evaluation of Learning Programmes					
A9.2 Assessment policy and procedures that clearly indicates the following:					
• <i>Relevant assessment purpose and process</i>					
• <i>Assessment process of “Plan, prepare, conduct, judge, review and record” is clearly evident</i>					
• <i>Learner Preparation (Pre-assessment) is conducted</i>					
• <i>How an assessor’s performance is measured</i>					
• <i>Different assessment tools are available for the different phases of learning</i>					
• <i>Assessment tools moderated on a regular basis to confirm currency</i>					
• <i>Self-assessment tools available to the assessor to measure performance and currency of assessments</i>					

• <i>Formative assessment tools available</i>					
• <i>Minimum 10% of summative assessments is moderated - reflected in records – moderator reports</i>					
• <i>Support and guidance is given to learners before, during and after assessments</i>					
• <i>The type of feedback that is given to the learners and how soon after assessments is it given</i>					
• <i>Learners right to appeal against the findings of assessments</i>					
• <i>How assessment results are fed back into programme development for continuous improvement</i>					
A9.3 Learner records reflect all formative and summative assessments - Electronic and hard copy records					
A9.4 Policy and procedures relating to the off-site component - e.g. Employer/ workplace monitoring					
A9.5 Secondary provider policies					
A9.6 Policy on the Monitoring & evaluation of learning and assessments					
A9.7 Moderator role in relation to the programme outlined, relevant and available					
A9.8 Provider has a database which complies with SETA and NLRD requirements					

A10 Recognition of Prior learning

Complete / insert the following after this page – use the same index numbers and thereafter complete the self-evaluation checklist

	Not Incl.	Poor	Average	Good	Excellent
Subsections					
10.1 RPL purpose and entry requirements stipulated, where applicable					
10.2 RPL process includes learner preparation, evidence facilitation, and further development options*					
10.3 Pre-assessment process requirements stipulated, where applicable					

A11 Monitoring and continuous Improvement

Complete / insert the following after this page – use the same index numbers.

After you have completed this exercise, evaluate your organization’s ability to offer quality education and training in terms of the following subsections and indicate it with a tick in the relevant box.

	Not Incl.	Poor	Average	Good	Excellent
Subsections					
A11.1 Clear review system / policy					
A11.2 Clear QMS monitoring policy (including internal audits)					

SECTION B

Alignment of Learning Programme/s and Assessment Instruments

B1 Implementation Plan (Per Learning Programme)

Elements of your programme	Use this column to describe the key elements of your programme after deleting the explanation given below
1. Name of the programme	The title that you use for your programme, e.g. 'Programme in Time Management', or Programme for Emerging leaders
2. Purpose of the programme	The overall purpose that the programme is designed to achieve (<i>See purpose of the Unit Standard / Qualification, if aligned</i>)
3. Type of training	Indicate the type of training e.g. Skills programme / Learnership
4. Intended target group	The target group of learners that the programme is intended for (<i>See Unit Standard / Qualification, if aligned</i>).
5. Language	The language in which the programme is delivered on (incl. language of the learning material)
6. Duration of the programme	The contact time of the learning programme in hours, days or weeks (<i>See Unit Standard / Qualification, if aligned</i>)
7. NQF Level	The level of complexity of learning – related to the eight NQF Levels (<i>See Unit Standard / Qualification, if aligned</i>)
8. NQF Credits	The notional hours of learning required to achieve the outcomes of the programme (this includes time spend in classroom, AND time that the learner will have to spend on all learning activities, including pre-reading, self-study, group work and assignments. To calculate NQF credits multiply the total notional hours by 10. Round off figures if necessary, as there is no provision for half credits (<i>See Unit Standard / Qualification, if aligned</i>)
9. Critical cross-field outcomes (CCFO'S)	List the CCFO, as described in the SAQA list of CCFO'S (<i>See Unit Standard / Qualification, if aligned</i>)
10. Learning assumed to be in place	What the learner should know and be able to do before entering the programme (this usually relates to aspects such as literacy, numeracy, and foundational understanding of the specific field. This is not the traditional entry requirements, such as a grade 12 certificate. It refers to the learning that should already be in place, without which the learner will not be able to cope with the learning content)
11. Essential embedded knowledge	The underlying knowledge and theoretical content that the learners will have to master during the programme to demonstrate the outcomes specified (<i>See Unit Standard / Qualification, if aligned</i>)
12. Range statement	A general guide on the scope and context of the programme, describing the situations and circumstances in which the outcomes must be demonstrated. This is often related to the scope of responsibility in the work place, e.g. to indicate differences between the responsibilities of junior, senior and executive managers (<i>See Unit Standard / Qualification, if aligned</i>)
13. Recognition of Prior learning (RPL)	Policy and procedure on RPL (<i>See Unit Standard / Qualification, if aligned</i>)
14. Details of Secondary providers	Give all Contact details and Accreditation details (SETA name and Accreditation number) of all Secondary Providers for each Learning Programme.
15. DoE registration	If registered, please provide DoE registration number.
16. Document Control	Indicate the type of document control procedure /system for lesson plans and assessment instruments.

B2 Alignment of content and assessment instruments

UNIT STANDARD

Type	No	Title	Level	Credits
------	----	-------	-------	---------

Specific Outcome 1:

Assessment criteria	Learning material: Indicate type and title, section and pages	Assessment Instrument: Indicate type, title and number of instrument

Specific Outcome 2:

Assessment criteria	Learning material: Indicate type and title, section and pages	Assessment Instrument: Indicate type, title and number of instrument

Specific Outcome 3:

Assessment criteria	Learning material: Indicate type and title, section and pages	Assessment Instrument: Indicate type, title and number of instrument

Specific Outcome 4:

Assessment criteria	Learning material: Indicate type and title, section and pages	Assessment Instrument: Indicate type, title and number of instrument

UNIT STANDARD

Type	No	Title	Level	Credits
------	----	-------	-------	---------

Specific Outcome 1:

Assessment criteria	Learning material: Indicate type and title, section and pages	Assessment Instrument: Indicate type, title and number of instrument

Specific Outcome 2:

Assessment criteria	Learning material: Indicate type and title, section and pages	Assessment Instrument: Indicate type, title and number of instrument

Specific Outcome 3:

Assessment criteria	Learning material: Indicate type and title, section and pages	Assessment Instrument: Indicate type, title and number of instrument

Specific Outcome 4:

Assessment criteria	Learning material: Indicate type and title, section and pages	Assessment Instrument: Indicate type, title and number of instrument

SECTION C

FACILITATORS, ASSESSORS AND MODERATORS DETAILS

An accredited provider may only use suitable qualified and experienced individuals to provide accredited education and training. Note that the FP&M SETA QA does not accredit facilitators but only registers them. Please complete this section for each and every Facilitator, Assessor, or Moderator delivering for your business. Should any of these activities be outsourced the section below must still be completed and a Service Level Agreement between the business and the outsourced parties must be available during the site visit.

C1 Detail of Facilitator/s

Please attach fully comprehensive CV's for all facilitators with original certified copies of ID and qualifications.

Name	Qualifications	Relevant experience	Qualification / Unit Standards for which accreditation is sought

C2 Detail of Assessors- all assessors must be registered with the ETDP SETA and be subject experts

Should your assessor already be registered then please attached a copy of the registration letter. If not then please complete the attached Assessor Registration form and submit with fully comprehensive CV and original certified copy of ID and qualifications.

Name	Qualifications (add ETDP accreditation number)	Relevant experience	Qualification / Unit Standards for which accreditation is sought

C3 Detail of Moderators- all Moderators must be registered with the ETDP SETA

Should your moderator already be registered then please attached a copy of the registration letter. If not then please complete the attached Moderator Registration form and submit with fully comprehensive CV and original certified copy of ID and qualifications.

Name	Qualifications (add ETDP accreditation number)	Relevant experience	Qualification / Unit Standards for which accreditation is sought.



Assessor Registration

Personal Information

National ID	
Or Alternative ID	
Last Name	
First Name	
Middle Name	
Title	
Equity Description	
Home Language	
Gender	
Disability Status	

Address Detail

Physical Address	
Code	
Province	

Contact Detail

Phone Number	
Cell Phone Number	
Fax Number	
E-Mail Address	

Provider Link

Provider Code	
Legal Name	
Trade Name	

LEGAL BASIS and ASSESSOR EXPERTISE

Assessors registered with the FP&M SETA legally bind themselves to SAQA and the QA's rules and regulations;

Specifically:

- Code of Conduct.
- Assessment Practice and Principles
- Fraudulent Activities
- Matters of Confidentiality
- De-Registration

Pease Note: FP&M SETA requires assessors to show evidence of expertise for the unit standards and/or skills programmes that they intend to assess therefore a CV must be submitted with this application. Certified copies of the assessor's qualifications and ETDP assessor certificate must also accompany this application.

I.....declare that I have read and understood the contents of this document and am aware that any disregard of the regulations could result in my being de-registered as an assessor with FP&M SETA and possibly other Seta's too.

Signature:.....Date:.....

FP&M SETA QA

I.....have found the above named Assessor compliant to provisions of the QA Assessor Registration and approve this Assessor registration and RELATED SCOPE.

Signature:.....Date:.....



Fibre Processing & Manufacturing Sector Education and Training Authority

Section C3 – Moderator Registration (Applicable for each Assessor)

Personal Information

National ID
Or Alternative ID
Last Name
First Name
Middle Name
Title
Equity Description
Home Language
Gender
Disability Status

Address Detail

Physical Address

Code
Province

Contact Detail

Phone Number
Cell Phone Number
Fax Number
E-Mail Address

Provider Link

Provider Code
Legal Name
Trade Name

LEGAL BASIS and MODERATOR EXPERTISE

Moderators registered with the FP&M SETA legally bind themselves to SAQA and the QA's rules and regulations;

Specifically:

- Code of Conduct.
- Moderation Practice and Principles
- Fraudulent Activities
- Matters of Confidentiality
- De-Registration

Please Note: FP&M SETA requires that this application be accompanied by a CV, certified copies of qualifications and ETDP Moderator certificate.

I.....declare that I have read and understood the contents of this document and am aware that any disregard of the regulations could result in my being de-registered as an Moderator with FP&M SETA and possibly other Seta's too.

Signature:.....Date:.....

FP&M SETA QA

I have found the above named Moderator compliant to provisions of the QA Moderator Registration and duly approve this Moderator registration and RELATED SCOPE.

Signature:.....Date:.....

SECTION D PARTICIPATION TERMS AND CONDITIONS

The organisation agrees to the following terms and conditions:

1. That should the organisation be deemed eligible for the accreditation process that the organisation undertakes to participate fully in the accreditation.
2. That the applicant will supply all information, pertinent to the accreditation application and process, freely and without prejudice to FP&M SETA.
3. That all information supplied to FP&M SETA will be verifiable, true and accurate.
4. That the applicant will inform FP&M SETA of any change to the information supplied in this application or subsequent supporting documentation.
5. That should the applicant, or any of the educators / trainers / instructors / assessors / moderators in their employ, fail to comply with any rules, regulations, or conditions of accreditation as stipulated by FP&M SETA, the FP&M SETA reserves the right to suspend and/or refuse the accreditation of the applicant forthwith. Suspension/refusal of accreditation will be communicated to the applicant, in writing, citing the reasons for the decision.
6. That the applicant will have access to an appeals policy and procedure should the application for accreditation be suspended or refused, by FP&M SETA, at any stage of the process.

PROVIDER DECLARATION

We the undersigned hereby state that the information contained above is correct and that this application is submitted with the full knowledge and support of the Board of Directors and the CEO/President of the organisation.

CHAIRMAN OF THE BOARD

CEO/PRESIDENT

DATE

DATE