Language Policy

ETTA/QMS-06

Reg no:	2020/654216/07
Address:	cor. Gypsum str and Hornblend Avenue, Elarduspark, Pretoria, 0181
Contact details	012 3451181
Website:	www.etta.co.za
e-mail address:	info@etta.co.za

Policy Name	Language Policy
Policy Number	ETTA /QMS: 06
Responsible person	Administration Manager
Date of Approval	15/09/2021
Policy Review Date	15/09/2022
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Approved by CEO Administration Manager	Signature: Signature:

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1 List of Acronyms

CEO	Chief Executive Officer
NQF	National Qualifications Framework
OQSF	Occupational Qualifications Sub-Framework Policy
QCTO	Quality Council for Trades and Occupations
QMS	Quality Management System

2 Glossary of Terms

Occupational qualification	A qualification associated with a trade, occupation or profession, resulting from work-based learning and consisting of the knowledge, practical skills and work experience standards as defined in the Skills Development Act (Act No. 97 of 1998).
Quality Management System	An organizational system consists of policies and procedures to run day to day and all other organizational operations smoothly. This system helps to keep the quality of Organizational structure, program delivery up to date.

3 Preamble

ETTA has developed a policy on Language which is the part of ETTA Quality Management System (QMS) subjected to the:

- National Qualifications Framework (NQF) Act 67 of 2008,
- Skills Development Act 97, of 1998, as amended Act 37 of 2008,
- Occupational Qualifications Sub-Framework Policy (OQSF),
- The Constitution of the Republic of South Africa, 1996,
- Use of language Act 12, of 2012
- In the context and the Policy developed by the Quality Council for Trades and Occupations (QCTO) in November 2015.

4 Purpose

The purpose of this policy is to put into effect the ETTA ‘s Vision and Mission. The internal and external staff, students and stakeholders of ETTA will also be informed about the language to be used in education and training, and administration.

5 Scope

Scope of ETTA Language Policy will be applicable to the internal as well as the external publics of the Institution. The language policy must refer to the information contained in the other Policies and Procedures.

6 Principles

The design of the ETTA Language Policy is based on the following principles:

1. ETTA acknowledges that there are eleven official languages that all official languages have equal status and that all official languages should be treated equally.
2. ETTA acknowledges the right of the individual to receive tuition at ETTA by means of the official language of his/her choice, in so far as it is justified and practicable for ETTA to provide the tuition in the preferred official language;
3. ETTA accepts the principle that a language policy may not cause any person to be denied reasonable access to tuition.
4. ETTA accepts the principle that a language policy must be affordable.
5. ETTA supports the principle of mother-tongue tuition.
6. ETTA will be sensitive to the dominant language of a programme delivery campus/centre.
7. ETTA will encourage multilingualism amongst staff, students and stakeholders.

7 Policy Aspects

1. Taking the above principles into consideration, the following policy is put forward:
2. English shall be the medium of instruction for all Occupational and Skill qualifications, except languages, where the appropriate language is used.
3. Assessments will be conducted in English.

4. English as the language of tuition will be communicated clearly to the prospective student.
5. No unfair discrimination may occur towards any student who is not proficient in English.
6. Language proficiency should be developed in order to accomplish the desired excellence in communication.
7. It is expected of ETTA staff to be proficient in English.
8. The administrative language of ETTA will be English.
9. All the Policies and Procedures of ETTA will be in English.
10. The preferred language for marketing and communication via the website will be English.

8 Implementation

In view of the cost implication of translation, a principle of phasing in with regard to the multilingualism of documents will be maintained. A language plan based on the profile of the students will be compiled annually by ETTA ‘s programme delivery campus/centre.

9 Monitoring

The Administration manager will monitor the implementation of policy and procedures relating to Language Policy at ETTA.

9.1 Evaluation and Review

The Academy's Management Board will evaluate, and review policies and procedures related to Language Policy.

Teaching and Learning Policy and Procedures

ETTA/QMS: 08

Reg no:	2020/654216/07
Address:	cor. Gypsum str and Hornblend Avenue, Elarduspark, Pretoria, 0181
Contact details	012 3451181
Website:	www.etta.co.za
e-mail address:	info@etta.co.za

Policy Name	Teaching and Learning Policy
Policy Number	ETTA /QMS: 08
Responsible person	Academic Dean
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Approved by CEO Academic Dean	Signature• Signature• ..

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1 Preamble

This policy forms part of the set of Quality Management System policies of ETTA.

ETTA ’s Network offers outcome based both face- to- face, online and distance education opportunities. This policy details the principles and process that will ensure that programme offering is aligned with requirements of Quality Council for Trades and Occupation (QCTO), whilst adhering to the required academic standards and empowering students with the knowledge based, practical based and Work learning based skills to contribute to the society.

2 Scope

The policy applies to all activities related to teaching and learning for the qualification (Occupational Certificate: Christian Religious Professional, NQF Level 5) offered by ETTA.

3 Purpose

The main purpose of the policy is to provide a coordinated framework for Teaching and Learning principles and practices that seek to achieve the overall mission of ETTA. This includes Teaching and Learning practices which contributes to compliance with regulatory and institutional quality management requirements. It aims to offer a remarkable education experience.

4 Principles

1. The Institute's teaching and learning is informed by the following principles:
2. Good practice
3. Holistic student-centred approach
4. Adult learning principles which include experiential learning as applied to workplace-based practices.

These principles underpin all activities and deliverables in the teaching and learning environment, as explained below.

4.1 Face- to- face

The ETTA offers Face- to- Face delivery model for the students who wish to attend classes. In this option students are physically attending classes at a particular location. Students are further

supported through information services, support from subject matter experts and additional tutoring services upon request.

4.2 Online Learning Platforms

- ETTA has developed Online Learning Management System (OLMS) for the students who wish to study online. The OLMS provide access to learning material, additional reading material, and the facility to upload assignments and communicate with students regarding assignments, workshops and other matters related to their studies. The Online Learning Management System called "Google Classroom" with the collaboration of "Learner's Information Management System (LIMS)" (see blueprint/QMS: 06).
- ETTA developed its own LMS. It is very user-friendly, and we will explain how to start your course.
- On the internet enter ETTA and login with your username and password.

Fill in detials of your institutions LMS also provide screen shots for referencing

4.3 Distance via post

ETTA also offers its programmes through Distance education via post as additional learning support to students. Some students will not be able to attend classes and will not have online facility to study online, so through post system students can submit their assignments and receive their material from the Institution. While contact class sessions are compulsory when a student is registered on distance learning mode, students are encouraged to attend these sessions because ETTA has signed MOU'S with certain Church Organizations to accommodate Distance Education tuition support sessions.

4.4 Student-centeredness

Student-centeredness can be defined as a variety of learning experiences, instructional approaches and academic support strategies that are intended to address the distinct learning needs, interests, aspirations or cultural backgrounds of individual students or groups of students. The Institute is increasingly responding to the principles of an "instructional dialogue" through its approach to curriculum, learning material and assessment design. ETTA ‘s teaching and learning structure

aims to be responsive to student needs to enhance dialogue between "student - student, and student - educator".

4.5 Student Support

Institute's student support initiatives will be guided by the following principles:

1. Each and every student and their progress are important to ETTA no student will be 'just a number' to The Academy.
2. Student support must be sustainable and cost-effective.
3. Technology will be used to enhance administrative and educational experiences but will never replace human contact.
4. We will provide accurate, timely and up-to-date information to students.
5. Students with special needs will be accommodated according to the Disability Policy.

5 Responsibilities

The CEO is responsible for overall execution of this policy as a part of Quality Management System of ETTA.

6 Monitoring

The Academic Dean will monitor the implementation of policy and procedures relating to Admission at ETTA.

7 Evaluation and Review

The Academic Committee will evaluate, and review policies and procedures related to Teaching and Learning under the advisement of ETTA.

Occupational Health and Safety Policy and Procedures

ETTA/QMS 12

Reg no:	2020/654216/07
Address:	cor. Gypsum str and Hornblend Avenue, Elarduspark, Pretoria, 0181
Contact details	012 3451181
Website:	www.etta.co.za
e-mail address:	info@etta.co.za

Policy Name	Occupational Health and Safety Policy and Procedures
Policy Number	ETTA/QMS: 12
Responsible person	HR Manager
Date of Approval	15/09/2021
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1 List of Acronyms

CEO	Chief Executive Officer
NQF	National Qualifications Framework
OQSF	Occupational Qualifications Sub-Framework Policy
QCTO	Quality Council for Trades and Occupations
QMS	Quality Management System
OHS	Occupational Health and Safety
HR	Human Resource

2 Glossary of Terms

Committee	Committee means: a group of people responsible for certain tasks in ETTA.
Quality Management System	An organizational system consists of policies and procedures to run day to day and all other organizational operations smoothly. This system helps to keep the quality of Organizational structure, program delivery up to date.

3 Prologue

ETTA aims to ensure that staff, students and visitors of the Academy, work and study in a safe environment and further to instil in them the procedures to follow in a specific situation, by following a prescribed contingency plan.

4 Scope

This policy is applicable to all:

1. Staff
2. Students
3. Visitors

5 Purpose

In South Africa, Health and Safety in the workplace is regulated by Occupational Health and Safety Act No. 85 of 1993, as amended by the Occupational Health and safety Amendment Act, No 181 of 1993.

The Act was established to provide for:

- the health and safety of persons at work and for the health and safety of persons in connection with the use of plant and machinery;
- the protection of persons other than persons at work against hazards to health and safety arising out of or in connection with the activities of persons at work;
- to establish an advisory council for occupational health and safety; and
- to provide for matters connected within.

6 Responsibility for implementation of the policy

- The Human Resources Manager has overall responsibility for the effective operation of this policy.
- The Human Resources Manager is responsible for monitoring and reviewing the operation of this policy and making recommendations for changes to minimize risks to our operations All staff is responsible for their own compliance with this policy and for ensuring that it is consistently applied.
- All staff should ensure that they take the time to read and understand it.
- Any breach of this policy should be reported to Human Resource Manager.

7 Representative

ETTA has currently appointed Miss Kristi Pretorius as OHS representative at ETTA.

8 Committee

The health and safety committee currently consist of 4 members, currently the Emergency and Risk Coordinator, HR Manager and Occupational Health and Safety representatives. Should any member of staff have any concerns regarding Health and Safety, please feel free to discuss it with either member. The Committee will meet every month and the minutes will be recorded in the OHS Monthly Register.

9 Reporting of incidents

Section 24 of the Occupational Health and Safety Act requires that each incident occurring at work, in which:

- Any person dies, becomes unconscious, suffer the loss of or part of a limb, or becomes ill; or

- A major incident occurred; or
- The health and safety of any person was endangered.
- Be investigated by the relevant appointed person and all the necessary documentation be completed, authorities notified if necessary and kept on file.

10 The appointment of first aiders

ETTA will make sure that trained "First Aiders" are available on the premises during working hours of the college. Any changes in this regard will be communicated to all staff by the management.

Current appointed first aiders are Kloof Hospital

11 First Aid boxes

The Regulation makes provision that first aid facilities must be provided "Where more than five employees are employed at a workplace". The regulation states that "an employer shall take all reasonable steps that are necessary under the circumstances, to ensure that persons at work receive prompt first aid treatment in case of injury or emergency."

The first aid box is situated in the front entrance of the campus and back entrance of the Campus where the access to the box is without any hindrance. The regular first aid signs are available with the responsible first aider's name. Should the situation arise when a colleague, student or visitor requires medical attention please follow the procedure in this policy.

12 Emergency Evacuation Plan

EMERGENCY EVACUATION PLAN

12.1 Nearest Emergency Services

12.1.1 ***Hospital*** Hospital (Kloof)

Tel: 012 367 4000

Address: 511 Jochemus St, Erasmuskloof, Pretoria, 0048

12.1.2 Ambulance

Tel: +27 82 414 6483 Mr Rudi Pretorius

(Paramedics) Address: 512 Duniet Street, Elarduspark, 0181

12.1.3. Fire Services

Tel: 084124/ 012 310 6300 ***(Erasmus Kloof Fire Station)***

Address: 500 Tsitsa St, Erasmuskloof, Pretoria, 0048

12.1.4. *Electrical Department* **Tshwane Electricity Division**

Tel: 012 358 2111

Address: 90 Johan Heyns Dr, Gezina, Pretoria, 0084

12.2 Other Emergency Services

12.2.1 Poison Information Centre Tel: 012 664 5006

Name: Netcare Unitas Hospital,

Address: 39 Clifton Lane, Lyttelton Manor, Centurion, 0157

12.2.2 General Emergency Services Tel: 012 367 4000

Name: Medicare Kloof Hospital

Address: 511 Jochemus St, Erasmuskloof, Pretoria, 0048

12.2.3 Water Tel: 083 410 3026

Name: Fidem Plumbing & Maintenance

Address: 486 Boekhorst St, Elardus Park, Pretoria, 0181

12.2.4 Disaster Management (Office hours)

Gauteng provincial disaster management centre

Address: Block B, 11 Janadel Ave, Riverview, Midrand, 0169

Tel: 082 490 9825

13 Emergency Action Plan- Evacuation

13.1 Responsible people

Chief Coordinator
Name: Kristi Pretorius
Number: 072 431 8889

Deputy
Name: Kristi Pretorius
Number: 072 431 8889

14 Evacuation Plan

In the event of an emergency situation. the following steps are to be taken:

14.1 Call to evacuate

- The person nearest to the emergency situation/fire is to raise the alarm by contacting the chief coordinator/deputy or any other person on the emergency lists.
- The coordinators will assess the situation and sound the general evacuation alarm if necessary.
- If the emergency is of a small nature, then only the respective area will be evacuated.
- Evacuation wardens are to ensure that their area has been completely evacuated.
- All personnel are to immediately evacuate though the nearest exit points and then proceed to the gathering point.

14.2 Gathering point

- The gathering point for all non-emergency personnel is next to Southern entrance gate of the Church Building.
- Emergency teams are to gather at the respective area as identified by the chief coordinator.

14.3 Evacuation of workers and roll call

- Section supervisor are to ensure that all workers working in their areas evacuate in an orderly manner.
- The evacuation wardens will conduct a roll call to ensure that all persons are accounted for.
- The evacuation coordinator is to be notified by each evacuation wardens of the absentees for his/her respective area.

- This information is to be passed on to the roving coordinator who in turn will pass it onto the chief/deputy coordinator.

14.4 Emergency team

- The emergency team will be dispatched to the area requiring attention.
- They are to ensure that no person is trapped in the area and if so, they are to remove the persons from the emergency area.
- The team will contain the emergency/extinguish the fire.
- The chief coordinator will call the respective emergency services if required.
- The chief coordinator will alert neighbours if necessary.
- The roving coordinator will be in continual contact with the emergency team and the coordinator.

14.5 Minimum loses

- Once it has been ascertained that all personnel are safe, personnel could assist in clearing various areas of equipment.
- Losses are to be minimized with the emphasis on human life first.

14.6 All clear

- Only the chief coordinator/deputy may sound all clear.
- This will be done via the roving coordinator.
- Once the all clear has been given all employees are to return to their workstations.
- The investigating team must investigate the incident As Soon As Possible and complete the various documentation, reports etc. and submit these to the respective authorities.

15 Emergency Plan and Procedure

15.1 Fire

1. Ring the internal bell continuously for staff;
2. Alert a co-worker nearby to assist;
3. Close all doors and windows before evacuation;
4. Electrical fire - Do not use water, use the C02 extinguishers;
5. Paper fire - the fire hoses (water) can be used; and
6. If it is a serious fire that cannot be contained using the firefighting equipment on the premises, then raise the alarm by phoning *012 310 6300* Fire station.

15.2 Medical emergency

1. Contact a first aider 012 367 4000- Kloof Hospital
2. Alert a co-worker nearby to assist;
3. If it is a serious incident that cannot be dealt with by a first aider, then phone the ER24

1. Netcare 012 367 4000- Kloof Hospital

1. Do not leave the patient alone;
2. Try to obtain medical history of patient; and
3. Remain calm and reassure patient.

15.3 Evacuation

1. Stay calm and do not run;
2. Ensure that essential records and cash are secured as if possible.
3. Relevant appointed staff should accompany their student cohort and the relevant attendance register to the assembly point outside.
4. Report at the assembly points.
5. Take an attendance register and report any missing persons; and
6. Know your building, positions of fire equipment and escape routes.

16 Management for Exposure to COVID-19

16.1 Definition of COVID-19

COVID-19 is a disease caused by a new strain of coronavirus. 'CO' stands for corona, 'VI' for virus, and 'D' for disease. Formerly, this disease was referred to as '2019 novel coronavirus' or '2019-nCoV.' The COVID-19 virus is a new virus linked to the same family of viruses as Severe Acute Respiratory Syndrome (SARS) and some types of common cold. [1]

[1] https://www.who.int/docs/defa u It-source/coronaviruses/key-messages-a nd-actions-for-covid-19-preventionand-control

16.2 Facts

- Symptoms can include fever, cough and shortness of breath. In more severe cases, infection can cause pneumonia or breathing difficulties.
- The virus is transmitted through direct contact with respiratory droplets of an infected person (generated through coughing and sneezing). Individuals can also be infected from and touching surfaces contaminated with the virus and touching their face (e.g., eyes, nose, mouth). The COVID-19 virus may survive on surfaces for several hours, but simple disinfectants can kill it.

16.3 How can the spread of COVID-19 be slowed down or prevented?

As with other respiratory infections like the flu or the common cold, public health measures are critical to slow the spread of illnesses. Public health measures are everyday preventive actions that include:

- Staying home when sick
- covering mouth and nose with flexed elbow or tissue when coughing or sneezing.
- Dispose of used tissue immediately
- washing hands often with soap and water; and
- cleaning frequently touched surfaces and objects.

As we learn more about COVID-19 public health officials may recommend additional actions.

16.4 Risk Control Measures for staff and students

Following basic principles can help keep students, teachers, and staff safe at school and help stop the spread of this disease. Recommendations for the staff and students of ETTA are:

Sick students, teachers and other staff should not come to the Academy.

- Academy must implement regular hand washing with safe water and soap, alcohol rub/hand sanitizer or chlorine solution and, at a minimum, daily disinfection and cleaning of school surfaces.
- Academy must provide water, sanitation and waste management facilities and follow environmental cleaning and decontamination procedures.
- Academy must promote 2 Meter social distancing (a term applied to certain actions that are taken to slow down the spread of a highly contagious disease, including limiting large groups of people coming together).
- Attendance must be kept for all the employee's, visitors, and students as per operational hours.
- All sites should require employees, students, and visitors to wear face masks.

- In addition, all sites must reinforce with employees, visitors and students that face masks, and gloves may not be used by any other person except to whom it was issued to minimise any cross contamination. All used PPE must be discarded as medical waste
- All employees, visitors and students transport are to be engaged by sites and risk assessed to ensure that a reasonably practicable sanitation is in place.
- Other Controls Where possible, offices should minimise the use of recycled air through air-conditioning and keep windows and doors open to improve cross ventilation. be risk assessed for efficacy and monitored on a regular basis. 70% alcohol-based disinfectants to be used if available. As far as practicable, crockery and eating utensils should be disposable.
- Offices and Meeting Areas All surfaces such as tables and handles in offices and meeting areas must have their cleaning frequency - Security will provide hand sanitiser for every person entering the premises to sanitise their hands. 37 ^{Q}C or more are not allowed on premises).
- All employees, volunteers and members details will be recorded when entering the premises.
- Every person entering the premises must wear a facemask.
- Security will provide hand sanitiser for every person entering the premises to sanitise their hands.

(All the information taken from the WHO document on COVID-19)

17 Monitoring and Review of the policy

The Human Resource Manager will be responsible for reviewing this policy on an annual basis to ensure that it meets legal requirements and reflects best practice.

Staff Recruitment Policy and Appointment Procedures

ETTA /QMS-13

Reg no:	2020/654216/07
Address:	cor. Gypsum str and Hornblend Avenue, Elarduspark, Pretoria, 0181
Contact details	012 3451181
Website:	www.etta.co.za
e-mail address:	info@etta.co.za

Policy Name	Staff Recruitment Policy and Appointment Procedure
Policy Number	ETTA /QMS: 13
Responsible person	HR Manager
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Approved by CEO HR Manager	Signature: Signature:

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1 List of Acronyms

CEO	Chief Executive Officer
NQF	National Qualifications Framework
OQSF	Occupational Qualifications Sub-Framework Policy
QCTO	Quality Council for Trades and Occupations
QMS	Quality Management System

2 Glossary of Terms

Occupational qualification	A qualification associated with a trade, occupation, or profession, resulting from work-based learning and consisting of the knowledge, practical skills and work experience standards as defined in the Skills Development Act (Act No. 97 of 1998).
Quality Management System	An organizational system consists of policies and procedures to run day to day and all other organizational operations smoothly. This system helps to keep the quality of Organizational structure, program delivery up to date.
Candidate	A person or an applicant who applies for a specific Job or Post at ETTA.
Selection Panel	Selection Panel is a team to interview the candidates applied for a specific job or post at ETTA.

3 Preamble

ETTA has developed a policy and procedures for staff recruitment and appointment which is the part of ETTA's Quality Management System (QMS) subjected to the:

- The Constitution of the Republic of South Africa, Act 108 of 1996
- Employment of Educators Act 76 of 1998
- Employment Equity Act 55, of 1998
- Labour Relations, Act 66, of 1995, as amended
- Basic Conditions of Employment Act 75, of 1997
- Promotion of Equality and Prevention of Unfair Discrimination Act 4, of 2000.
- Skills Development Act 97, of 1998, as amended Act 37 of 2008

4 Purpose

ETTA ‘s views itself as a service provider to a wide spectrum of clients. The service can only be satisfactory, if the employees of ETTA are qualified and competent for the tasks that they are motivated to supply a friendly, client-centred service. Therefore, the purpose of this document is to give a structured overview of the manner in which ETTA will ensure that employees are adequately equipped to carry out their responsibilities towards the clients of ETTA.

5 Scope

Scope of this Policy will be applicable to the internal Department of the Education. This policy must refer to the information contained in the other Policies and Procedures.

6 Policy Principles

The design of the ETTA Recruitment Policy and Appointment Procedures is based on the following principles:

1. All vacancies shall be advertised; the media e.g. (the Radio Station, the newspapers accessible to many of the targeted market and on ETTA website).
2. Job description should be clearly stated on the post advertised (e.g., Facilitator)
3. Job qualification requirement(s) should be clearly stated (e.g., Bachelor's degree/Diploma majoring in Theology)
4. All vacancies shall be open to all applicants irrespective of sex, race and disability will be without discriminatory phrases.
5. The policy of equal opportunity shall be emphasized at all stages.
6. However, the Management reserves the right to consider for appointment persons other than those who make formal application in response to the initial advertisement

7 Policy Aspects

Taking the above principles into consideration, the following policy is put forward:

1. Recruitment and selection practices must be fair, just, equitable and ensure that the most suitable candidates are selected for appointment according to their skills, training, competence,

potential, knowledge and the need to redress the imbalances of the past to achieve an organisation broadly representative of the South African population, including representation according to race, gender and disability.

2. ETTA is an equal opportunity Employer committed to address the issue of employees from designated groups who can play a significant role in the Academy's future success.
3. ETTA reserves the rights to employ a foreign candidate if ETTA is unable to find the required skilled person according to the job description from the available resources and advertisement nationally.
4. In case of foreign candidate, a proper ID/Passport Document with valid Visa is required. (In case of Refugee, a proper formal Refugee status document (Section 24 or 27) is required from the South African Department of Home Affairs).
5. The advertisement must carry the following contents of the job:
    - The job title - which should be gender neutral
    - Main purpose or function of the job - a brief statement
    - Main tasks, duties, and responsibilities - including a general statement to cover "such other duties as may reasonably be assigned"
    - The scope of the job - where the main tasks may not amply cover the scope or importance of the job, an indication of the number of people supervised, the equipment and other resources etc. may be given.
6. In drawing up the person specification attention will be given to:
    - The knowledge and skills required for the job, which include job-related abilities, qualifications, and knowledge. Identifying ways of testing and measuring relevant skills that gives objectivity to the process
    - The experience needed to perform the job competently, which may arise from a variety of backgrounds
    - Any personal factors must be relevant to the performance of the job. The aim is to be explicit about the tasks to be performed so that a potential applicant with a disability is in a position to judge their suitability for a particular job.
7. For short listing of Candidates, attention will be given to:

- The Short-listing panel shall comprise of the Chief Executive Officer of ETTA, at least one Director of ETTA, Academic Manager/ Dean, Secretary, Administration Manager and an expert in the area of the advertised post, two people shall sit as observers, provided that none of the invited representatives is a candidate for the post for which short listing is being done.
- Human Resource Manager must assist on all selection panels to provide administrative support, technical advice and to ensure that the principle of Employment Equity and Labour Relations are adhered to, but shall not complete score sheets if graded lower than the post to be filled.

8. Candidates who do not meet the minimum skills or qualification requirements should be automatically be excluded from the shortlist.
9. The interview panel must familiarize itself with the candidate's CVs prior to the interview.
10. All shortlisted CV should be scrutinized for irregularities that require further clarification in the interview process.

Consider the following:

- Contradictory information and/or gaps in employment;
- Vague or inadequate explanations of the reason for job changes/reasons for leaving;
- Stated qualifications from unknown institutions;
- Relevance and availability of references.

8 Appointment Procedures

For appointment, the following procedures to be followed:

a. Shortlists may range from two up to a maximum of four candidates.
b. The short-listing process must always involve more than one person.
c. When shortlisting, the aim is to match candidates to the advertised particulars, job outlines and person specifications. Attention must be paid to criteria specified as essential, desirable and other, in that order. Exceptionally where a large number of applications have been received, it may be necessary to introduce supplementary criteria to identify the final shortlist of up to four candidates. Such criteria must avoid factors that might be construed to be

directly or indirectly discriminatory and be in conformity with equal opportunities considerations.

d. By using a shortlisting form, a record is kept of the reasons for shortlisting or rejecting candidates by referencing the selection criteria and information about the requirements of the job. Such notes may be referred to in the event of complaints or allegations of any unfairness in the selection process.

e. Written references on short-listed candidates will be taken up and be available to the selection panel. The Selection Panel should be given sufficient information about the job to make an informed judgment as to the ability of the candidate to undertake the tasks involved and to confirm that there are no major areas of concern such as capability and absenteeism.

f. Written references must be obtained where the job involves the handling of money or work in other sensitive areas (such as involving contact with young people or vulnerable adults) to vouch for the honesty and integrity of the candidate. Where a reference is short and uninformative, it may be necessary to seek supplementary comment or to obtain a further one. This can be done by fax or email. Telephone references must be avoided. Where applicants have asked that a referee not be approached without permission, such permission should be sought at an appropriate time in the recruitment process.

g. If a candidate does not nominate his or her current or last employer (if unemployed), it is appropriate to reserve the right to approach that employer with the candidate's agreement. References are confidential documents to be made available only to members of the selection panel.

h. So far as is reasonably practical and appropriate, selection panels should include men and women, those from minority ethnic groups and relevant stakeholders. It helps the process if the panel reflects the composition of the group to be interviewed. The panel should:

i. Ensure that the interviews are conducted in accordance with the policy on equal opportunities;

- Clarify any ambiguities and ensure there is a broad consensus prior to the commencement of formal interviews;
- Agree on the broad areas within which each member of the panel will question candidates and the approximate length of interviews;
- Ask comparable questions of all candidates.

8.1 The Selection Panel

Will aim to ensure that each interview is of roughly similar duration.

It is recommended that:

1. A mix of open and closed questions can be used with appropriate follow-up in order to assess candidate's ability to undertake the duties of the post and to probe the depth of knowledge of learners;
2. Key questions should be directed in much the same terms to each candidate so that all have the opportunity to respond to important issues or aspects of the job;
3. Where candidates are asked to comment on a specific technical point or hypothetical example, each candidate should normally be asked to address that same point;
4. Subsidiary questioning may be tailored to individual learners' experience;
5. At the conclusion of each interview candidates should be given the opportunity to raise any points or questions with the panel.
6. At the conclusion of the interview, the selection panel should advise candidates as to the way in which they will be notified as to the outcome. Normal practice is to contact the successful candidate by telephone and then inform unsuccessful candidates in writing as to the outcome.
7. The selection panel should be clear why the successful candidate (and any reserve learner) was chosen in preference to the other learners. Notes should be clear, to the point and non-discriminatory bearing in mind that in the event of disclosure the reasoning should be easily read by and understandable to a third party.
8. The selection panel shall advise the successful candidate that he or she is being recommended for appointment and ascertain whether the selected candidate is willing to accept the recommended salary and other terms to be offered.
9. Unsuccessful candidates must also be informed once an appointment is made. A candidate is satisfied with the recruitment and selection procedure should submit a written complaint to the panel. The panel will respond in writing the reasons why the appointee was selected. The Secretory Management will inform the complainant (within 2 weeks) in writing, the panel's reasons.

9 Monitoring

The CEO and Human Resource Manager will monitor the implementation of policy and procedures relating to Staff Recruitment Policy and Appointment Procedures at ETTA.

10 Evaluation and Review

The Academy's Management Board will evaluate, and review policies and procedures related to Staff Recruitment Policy and Appointment Procedures.

Staff Disciplinary Policy and Procedure

ETTA/QMS-15

Reg no:	2020/654216/07
Address:	cor. Gypsum str and Hornblend Avenue, Elarduspark, Pretoria, 0181
Contact details	012 3451181
Website:	www.etta.co.za
e-mail address:	info@etta.co.za

Policy Name	Staff Disciplinary Policy and Procedures
Policy Number	ETTA/QMS: 15
Responsible person	HR Manager
Date of Approval	15/09/2021
Policy Review Date	15/09/2022
Next Review Date	15/09/2023
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Approved by CEO HR Manager	Signature• Signature•

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1 Preamble

ETTA has developed policy and procedures for staff Discipline as a part of ETTA Quality Management System (QMS).

2 Disciplinary Guidelines

2.1 Mediation

1. Mediation is the first step in dealing with grievances and all effort must be made to settle issues at this level.
2. The management schedules a meeting with the staff member and the respondent named in the staff member's grievance statement within five working days of receiving the written statement from the staff member.

3. Prior to this meeting, the management arranges for the respondent named in the grievance to receive a copy of the staff member's grievance statement.
4. Only another staff member or learner representative internal to the institution may accompany the grievant at this meeting or at any time during the grievance process.
5. If the respondent named in the staff member's grievance is the staff member's immediate supervisor and the staff member believes that it is not appropriate for the grievance to be referred to that person, the staff member can request that the ombudsman bypass this step.
6. At this meeting the issues raised by the staff member are discussed and possible solutions need to be considered.
7. If an agreement is met, the matter will be considered closed.

2.2 Disciplinary Action

In case the matter could not be solved through mediation or the complaint turns out to be of a serious nature disciplinary action may be taken.

1. The complainant or management member who conducted the mediation hearing must file a complaint with the Disciplinary Committee of the
2. Institution (DC).
3. DC compiles files of all evidence, witnesses, etc.
4. DC draws up a charge sheet and hand it to the defendant.
5. DC informs all parties involved in writing about the date, venue and time of hearing.
6. A hearing is held where all parties receive a fair chance to present their case and answer charges.
7. The DC passes a verdict and minutes it and has it signed by all parties.
8. The Verdict is implemented, following the correct internal and legal procedures.
9. In case an appeal is requested, the DC may decide whether it is granted.
10. If an appeal hearing is granted; the same procedures are to be followed.
11. Findings recorded in personnel files and all documentation on the case is filed.

2.3 External Litigation

Should the defendant want to pursue the case outside of the company, through the CCMA or a civil lawsuit, senior management must assign the HR Manager or another staff member to attend to the case on behalf of ETTA.

2.4 Procedures relating to staff performance

If a staff member's work performance is not satisfactory, or if the staff member has violated any of the ETTA policies, it is the Human Resource Manager's responsibility to take corrective action. To determine an appropriate course of action, the supervisor considers the staff member's employment status (whether the staff member is serving a provisional period or is on probation), the nature and severity of the work performance issue, the frequency with which the problem has occurred and any extenuating circumstances.

2.5 Feedback

Constructive feedback is often an effective means of resolving work-related problems while promoting mutual respect between staff members and supervisors. As part of this ongoing process, the supervisor identifies areas that need to be improved and specifies a method of improvement. When discussing work performance, the supervisor provides specific feedback to the staff member about how performance should improve. If constructive feedback does not result in improved performance, the supervisor can issue a verbal warning.

2.6 Warnings

A verbal warning directs a staff member's attention to a work performance issue or other work- related problem by giving the staff member specific information about the nature of the problem, the improvement needed a timetable for future review, and the consequences of continued unsatisfactory performance.

2.7 Formal written warning

If a staff member does not meet the performance standards communicated by the supervisor in the verbal warning, a formal written warning can be issued. Normally, this step is undertaken only after the supervisor has discussed the performance issue with his or her manager and the human resources representative. The written warning is given to the staff member following a meeting between the staff member and the supervisor.

This disciplinary letter contains specific information about the nature of the problem, the improvement needed, a timetable for future review and the consequences of continued unsatisfactory performance. A copy of the letter is placed in the staff member's personnel file. Although a written warning is generally issued to an employee after a verbal warning has been given, in some cases the nature of the performance issue and other circumstances justify giving the employee a written warning without providing a prior verbal warning.

2.8 Suspension

A staff member who is charged with serious infractions of the institution's policy or procedure may be suspended for a period of one to ten working days. Suspension may be imposed to permit an investigation prior to taking further disciplinary action. This step is normally undertaken only after the supervisor has discussed the performance issue with her or his manager and the human resources representative. The staff member must be called to a meeting where he/she is informed of the charges against him/her and the intended suspension. The suspension must be confirmed with the staff member in writing, stating whether it will be a paid or unpaid suspension, the length of the suspension and when to report back to work. A copy of this communication is placed in the staff member's personnel file.

A staff member may request in writing that the records of disciplinary actions be removed from his or her personnel file. The assigned person must consider the request and may authorise the removal of warnings and notices of suspension or probation that are more than three years old may be removed from the member's personnel file. Documentation related to the give case must however be kept on record by the management in case similar charges alter.

2.9 Terminations of service

Staff members who are not performing satisfactorily are subject to termination of their employment. Termination can only happen after all disciplinary steps outlined above have been followed and the accused was found guilty of an offence that merits termination. All employment terminations must be confirmed to the staff member in writing. A copy of this communication is placed in the staff member's central personnel file.

Suspension and termination are subject to appeal through the staff grievance procedure (Blueprint/QMS: 16).

3 Monitoring

The Human Resource Manage will monitor the implementation of procedures relating to Staff Discipline ETTA.

4 Evaluation and Review

The Council will evaluate, and review procedures related to Staff Discipline.

HIV/AIDS Policy

ETTA/QMS-18

Reg no:	2020/654216/07
Address:	cor. Gypsum str and Hornblend Avenue, Elarduspark, Pretoria, 0181
Contact details	012 3451181
Website:	www.etta.co.za
e-mail address:	info@etta.co.za

Policy Name	HIV and AIDS Policy
Policy Number	ETTA/QMS: 18
Responsible person	HR Manager
Date of Approval	15/09/2021
Policy Review Date	15/09/2022
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Approved by CEO HR Manager	Signature: Signature:

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1 List of Acronyms

AIDS	Acquired Immune Deficiency Syndrome
HIV	Human Immunodeficiency Virus

2 Purpose

The purpose of this policy is to provide guidelines as to the ETTA on HIV, AIDS and AIDS-related conditions. ETTA is committed to not discriminate against any student or member of staff or faculty or other stakeholders who have or is suspected to have, AIDS, AIDS-related conditions, or a positive HIV antibody test.

2.1 Admissions:

Consideration of AIDS-related conditions or HIV infection is not a part of the admissions process.

2.2 Job Status/Promotions

Any Previous testing, regardless of the outcome, or HIV/AIDS-related condition, is not a criterion for consideration for job status and/or promotions.

3 Scope

This policy applies to all students, staff and stakeholders.

4 Principles

1. ETTA faculty members, facilitators, Assessors and Moderator's or other stakeholders with HIV infection or AIDS will not be discriminated against in terms and conditions affecting their contracts with the Academy based on their disability.
2. Students or applicants for study with HIV infection or AIDS will not be discriminated against in admissions or financial aid decisions based on their disability.
3. Students with HIV infection or AIDS will not be discriminated against based on their disabilities in education, extracurricular, or other opportunities made available by the Excel Theological Training Academy.
4. Students with HIV infection or AIDS will be allowed to continue studying as long as they follow all the Academy rules and regulations.

5 Testing

It is the policy of ETTA not to conduct HIV tests and not to require that such tests be taken. Academy does, however, encourage individuals who may have engaged in high-risk behaviour to seriously consider being tested for their welfare.

6 Confidentiality

ETTA will adhere to the legal requirements and obligations concerning the confidentiality of medical records and will maintain the personal privacy of any student or employee or another stakeholder who is antibody positive or is diagnosed as having AIDS or ARC (AIDS-related complex).

7 Safety Measures

Every First Aid Box must contain disposable gloves for use by the First Aider when dealing with cuts and abrasions so that they cannot be infected. Employees providing assistance should wash their hands thoroughly with disinfectant, soap and water afterwards and destroy the gloves. ETTA will make sure of such safety measures as mentioned above at the training premises.

8 Monitoring

The Human Resource Manager will monitor the implementation of policy and procedures relating to HIV/AIDS Policy at ETTA .

9 Evaluation and Review

The Academy's Management Board will evaluate, and review policies and procedures related to HIV and AIDS.

Admission Policy and Procedures

ETTA/QMS-19

Reg no:	2020/654216/07
Address:	cor. Gypsum str and Hornblend Avenue, Elarduspark, Pretoria, 0181
Contact details	012 3451181
Website:	www.etta.co.za
e-mail address:	info@etta.co.za

Policy Name	Admission Policy and Procedures
Policy Number	ETTA/QMS: 19
Responsible person	Administration Manager
Date of Approval	15/09/2021
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Revision Frequency	Annual
Approved by CEO Administration Manager	Signature: Signature:

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1 List of Acronyms

CEO	Chief Executive Officer
NQF	National Qualifications Framework
QCTO	Quality Council for Trades and Occupations
QMS	Quality Management System
RPL	Recognition of Prior Learning
ID	Identification Document
SAQA	South African Qualifications Authority
LIMS	Learner's Information Management System

1.1.1 Glossary of Terms

Occupational qualification	A qualification associated with a trade, occupation, or profession, resulting from work-based learning and consisting of the knowledge, practical skills and work experience standards as defined in the Skills Development Act (Act No. 97 of 1998).
Applicant	Student at ETTA

2 Definitions

2.1 Application

Application is the process whereby a prospective student applies to ETTA to study a particular programme. It is during this process that Recognition of Prior Learning (RPL) is evaluated.

2.2 Registration

Registration is the process whereby the prospective student is accepted after a successful application and registered for a specific qualification or part-qualification offered at ETTA.

3 General Admission Requirements

In order to register for a programme offered at ETTA, an applicant must meet the minimum statutory requirements of the relevant qualification.

1. Completed Online Application Form thoroughly with all the sections required.
2. **Certified** copy of your I.D. document or Passport.
3. **Certified** copy of Matric certificate.
4. **Certified** copies of all the Qualifications or Part-Qualification.
5. Foreign qualifications must be submitted to SAQA for evaluation, and proof of these qualifications must be submitted to ETTA with the SAQA evaluation attached.
6. Proof of payment (Required fee: see paragraph 4 in this policy)

3.1 In case of Recognition of Prior Learning (RPL) for access:

1. Completed Online Application form thoroughly with all the sections required.
2. A **certified** copy of your I.D. document (South Africans Only)
3. An **original or certified copy** of all the in-formal or non-formal qualifications and training (for RPL only).
4. A **certified** letter of experience/verification from the Church organisation (for RPL).
5. All the written exams, assessments, assignments, and transcripts to demonstrate current knowledge (for RPL).
6. Detailed Curriculum Vitae (for both RPL).
7. Proof of payment (Required fee: see paragraph 4 in this policy)

Note: An Application Fee of **SUPPLY** is charged for RPL Evaluations. (This fee does not cover the application cost and module registration cost)

4 Specific Qualification Requirements

The NQF 5 Curriculum Document, as registered on the National Qualifications

Framework (Occupational Certificate: Christian Religious Professional (NQF Level 5, SAQA ID 101571, Credits 237)) stipulates the Entry Requirements as "NQF level 4 with English Communication".

5 Fee structure

NQF 5 Qualification	
Application fee	Fill in own fees Take in consideration fees of council
Qualification fee	R16500
RPL Application fee (access to the qualification)	R800
RPL Application fee for Transfer of Credits CAT	R53 per credit

Final Exam Fee	R 1000
Books for the entire course	R 1720
NQF 2 Qualification	
Application fee	Fill in own fees Take in consideration fees of council
Qualification fee	R6600
RPL Application fee (access to the qualification)	R 800
RPL Application fee for Transfer of Credits CAT	R53 per credit
Final Exam Fee	R 1000
Books for the entire course	R 660

6 Procedure

1. A prospective student applying directly to ETTA will apply online at www.etta.co.za Students who do not have internet facility to upload their documents and proof of payment, can visit the ETTA- office and submit their online application through one of the available online application facilities (Online facility available for students on the ETTA's office) at the office.
2. After submitting the application form the applicant will also submit the online payment agreement.
3. The Registrar will verify the applicant's documentation as applicable to the relevant programme in compliance with the policies and regulations promulgated by the QCTO and registered curriculum on NQF.
4. If all the documentation is complete and according to the admission policy, the student affairs manager will confirm full acceptance of the applicant by sending an acceptance

letter via email. (Full acceptance, when the applicant complies with all entry requirements for the relevant qualification or part qualification)

5. A student profile will be opened on "Learners Information Management System (LIMS)" called "Anatomy/' (Secured and Protected).
6. The student will be informed to pay the relevant module fee (See paragraph 4 of this policy). If the student wants printed copies of the modules, he/she can fill the online order form for printed copies.
7. All the copies of student application documents are placed on the server electronically (Anatomy) under the predefined student cohort, and on Google drive.
8. The students are informed of the start date of the programme and timetable to attend the contact sessions at ETTA campus.

6.1 In case of RPL:

If the applicant is requesting RPL for access, the number of years working experience and level of expertise would be taken into account. In these cases, the applicant will have to prove his/her academic capability on the required level by successfully completing an assessment (See RPL Policy Blueprint QMS:IO). ETTA has developed a separate policy and procedure on RPL (ETTA /QMS: 10) to maintain the quality of admission, registration, and access through RPL.

7 Deferral

The following procedure applies where a student wishes to defer his or her studies.

1. A deferral may only be granted if a student's account is up to date.
2. The assigned admin staff member will forward the deferral request to the Accounts Department for confirmation before emailing the request to the Registrar to action.
3. The Student Affairs Manager will email the relevant assigned admin staff the letter of approval or non-approval, who will in turn email it to the student before the start of such deferral period.
4. Record all deferrals on a deferral register.
5. The deferral register is sent to the accounts department on a weekly basis to update the student's account status accordingly.

6. An approval letter will indicate the start and end date of the deferral period.
7. During a deferral period, the student's account is effectively put on hold.
8. Students wanting to defer their studies should give particular attention to the timelines of the programme they are registered for. Deferrals are included in the maximum period of registration.

8 Monitoring

The Administration Manager will monitor the implementation of the policy and procedures relating to Admission at ETTA.

9 Evaluation and Review

The CEO will evaluate, and review policies and procedures related to Admission under the advisement of ETTA Board.

Learner's Appeals Policy and Procedures

ETTA/QMS-21

Reg no:	2020/654216/07
Address:	cor. Gypsum str and Hornblend Avenue, Elarduspark, Pretoria, 0181
Contact details	012 3451181
Website:	www.etta.co.za
e-mail address:	info@etta.co.za

Policy Name	Learner's Appeal Policy and Procedures
Policy Number	ETTA /QMS: 21
Responsible person	Student Affairs Manager
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Policy Review Date	15/09/2022
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Revision Frequency	Annual
Approved by CEO Student Affairs Manager	 Signature: Signature:

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1 List of Acronyms

AQP	Assessment Quality Partner
CEO	Chief Executive Officer
NQF	National Qualifications Framework
OQSF	Occupational Qualifications Sub-Framework Policy
QCTO	Quality Council for Trades and Occupations
QMS	Quality Management System
RPL	Recognition of Prior Learning

2 Glossary of Terms

Occupational qualification	A qualification associated with a trade, occupation, or profession, resulting from work-based learning and consisting of the knowledge, practical skills and work experience standards as defined in the Skills Development Act (Act No. 97 of 1998). An organizational system consists of policies and procedures to run day to day and all other organizational operations smoothly.
Quality Management System	This system helps to keep the quality of Organizational structure, program delivery up to date.
Facilitator	A person who facilitates the Occupational Qualification at Excel Theological Training Academy.

3 Purpose

Should a student wish to dispute or appeal the findings of an assessor related to a Formative, Summative Assignment or Recognition of Prior Learning (RPL) this policy will help to follow the required steps.

4 Appeals procedure

Training-related complaints may be addressed directly to the facilitator or to the Academic Manager. Try to resolve the matter immediately, to the satisfaction of all parties.

i If the Facilitator is unable to resolve the issue, the matter may be referred to the training manager.

ii If the Facilitator and the Academic Manager are not able to resolve the complaint, the Academic Committee meeting may be called on to intervene.

iii If no suitable solution is found, the complaint may be referred to the company

CEO for action.

iv All remedial action should be recorded, and the student is required to sign a document stating that he or she is satisfied with the outcome.

4.1 Stage 1:

In case the learner disagrees with the assessment given:

i. He/she must make an appointment with the assessor concerned immediately after the assessment results are available. He/she must explain the reasons for his/her disagreement with the assessor.
ii. The assessor must consider the learner's explanation and provide a response by:
    - Giving a clear explanation of the assessment decision.
    - A re-evaluation of the evidence and make an amendment to the assessment when it is justified.
    - Amend the learner's assessment record, if appropriate.
iii. This interview should take place as quickly as possible and within 3 working days.
iv. If the learner agrees with the outcome at this stage, then the appeal will not proceed further.
v. In case the learner is not happy with the outcome then the appeal will proceed to Stage 2.

4.2 Stage 2:

i. The learner must submit in writing arguments for disagreeing with the outcome of stage 1 and evidence to support disagreement with the assessment to the assessor.
ii. The assessor must forward to the Moderator the original assessment record and a copy of the complaint, and the Learner Appeal Form, with Section 1 completed along with the assessor's rationale for the decision within 3 working days of Stage 1.
iii. The Moderator must reconsider the assessment decision, considering the learner's evidence and associated records, the assessor's rationale for the decision.
iv. In case the learner remains unhappy with the reconsidered assessment decision, the appeal must proceed to Stage 3.

4.3 Stage 3:

i In case the learner is unhappy with the moderator's assessment decision, he/she must inform the moderator to that effect in writing within 3 working days after receiving the decision.

ii The moderator must immediately inform the provider about the situation and forward all documentation, including the original assessment record, to the provider.

iii The provider then forwards all relevant documentation to the Assessment Quality Partner (AQP).

iv The AQP will then, within 10 working days, convene a panel comprising:

- The AQP, the Stage 2 Moderator and another assessor from the relevant discipline.

v The panel will evaluate the complaint as well as the manner it was handled and conclude and complete Section 3 of the Learner Appeal Form.

vi AQP will inform the learner via the provider of its decision within 5 working days.

vii The decision of the panel is final.

Note: All records of all appeals should be electronically filed for safekeeping.

5 Recognition of Prior Learning

In case of unsuccessful applications, a student may appeal for re-assessment of the RPL result but within 10 working days from the day, a student receives feedback from the Student Affairs Manager. All the requirements for the appeal process are the same as a new RPL application, including the required fee of ETTA (Non-refundable).

6 Monitoring

The Student Affairs Manager will monitor the implementation of policy and procedures relating to Appeals and Procedures at ETTA.

7 Evaluation and Review

The Academy's Management Board will evaluate, and review policies and procedures related to Appeals and Procedures.

COVID-19 Protocol on Routine cleaning according to Higher education and Training Health, wellness and Developmental Centre

ETTA/QMS-24

Reg no:	2020/654216/07
Address:	cor. Gypsum str and Hornblend Avenue, Elarduspark, Pretoria, 0181
Contact details	012 3451181
Website:	www.etta.co.za
e-mail address:	info@etta.co.za

HIGHER HEALTH
Higher Education and Training
Health, Wellness and Development Centre

Protocol on Routine Cleaning for COVID-19 Prevention within Post School Education & Training (PSET) Institutions

7 May 2020

The information contained in this document, be it guidelines, protocols, recommendations, diagnostic algorithms or treatment regimens, is offered in the public interest. To the best of the knowledge of the guideline and protocol writing team, the information contained in this protocol is correct. Implementation of any aspect of these protocols remains the responsibility of the implementing agency in so far as public health liability resides, or the responsibility of the individual clinician in the case of diagnosis or treatment. It is the responsibility of the person using these guidelines to check for updated versions of this document on the HIGHERHEATH website at www.higherhealth.ac.za

Guidelines and Protocol writing committee: HIGHER HEALTH

Technical Task Team
Dr Ramneek Ahluwalia Chief Executive Officer

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Background

The virus that causes COVID-19 – SARS-CoV-2 – is mainly spread by respiratory droplets. When someone infected with COVID-19 coughs or sneezes, respiratory droplets that contain the virus are expelled and can be breathed in by someone nearby.

Although the virus cannot enter the body through the skin, the respiratory droplets carrying the virus can get into your airways or mucous membranes of your eyes, nose, or mouth to infect you.

The virus can also be spread if you touch a surface contaminated with the virus and then touch your eyes, nose or mouth, although this is not the primary way the virus spreads. As a result, institutions need to have cleaning protocols to limit SARS-CoV-2 spread.

Purpose of document

The purpose of this document is to guide cleaning and disinfecting in the Post School Education and Training (PSET) sector.

These guidelines have been modified from various sources, including the SA National Institute for Communicable Diseases (NICD), the World Health Organization, and the US CDC.
https://www.nicd.ac.za/covid-19-environmental-health-guidelines/
https://www.who.int/news-room/q-a-detail/q-a-coronaviruses
https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html

Cleaning vs disinfecting

Routine cleaning and disinfecting are key to maintaining a safe environment for faculty, students, and staff.

- Cleaning removes dirt and most germs and is usually done with soap and water.
- Disinfecting kills most germs, depending on the type of chemical, and only when the chemical product is used as directed on the label.

Cleaning should be an ongoing routine activity with disinfecting taking place daily, or as the need arises after the obvious soiling of an area.

How long does SARS-CoV-2 last on surfaces?

According to the WHO, studies have shown that the SARS-CoV-2 can survive for up to 72 hours on plastic and stainless steel, less than 4 hours on copper, and less than 24 hours on cardboard.

Different surfaces that need cleaning

- There is a wide range of items and surfaces that require cleaning and disinfecting in the PSET environments, and these include hard surfaces, soft surfaces, electronics, and laundry.
- Doorknobs and handles
- Stair rails
- Classroom desks and chairs
- Countertops
- Handrails
- Light switches
- Handles on equipment
- Pushbuttons on vending machines and elevators
- The pushbuttons/depressors of the alcohol hand solution for COVID-19 prevention
- Shared equipment, machinery, etc
- Shared remote controls
- Shared desktops
- Shared computer keyboards and mice

Note: Computer keyboards are difficult to clean. Shared computers should have signs posted instructing proper hand hygiene before and after using them to minimize disease transmission. To facilitate cleaning, consider using covers that protect the keys but enable the use of the keys.

It is not necessary to routinely apply disinfectants to surfaces that are not high-touch or high-risk (e.g., floors, bookcases, tops of filing cabinets). Soft surfaces such as carpets, rugs, and drapes can be cleaned using soap and water or a cleaner appropriate for the material.

Special areas not included in guidance

This guidance does not include specialized areas, such as laboratories, animal houses, chemical stores, waiting areas, libraries, admin areas and other restricted environments that may require specialist cleaning processes and cleaning solutions. Each institution will need to assess their specific environments and clean these specialised areas accordingly.

What to do when cleaning as a routine

- Regular cleaning staff can clean and disinfect community spaces. Ensure they are trained on the appropriate use of cleaning and disinfection chemicals.
    - Wear disposable gloves and gowns for all tasks in the cleaning process, including handling trash. Additional personal protective equipment (PPE) might be required based on the cleaning/disinfectant products being used and whether there is a risk of splash.

- Gloves and gowns should be removed carefully to avoid contamination of the wearer and the surrounding area.

- Wash hands often with soap and water for 20 seconds.
    - Always wash hands immediately after removing gloves and after contact with a person who is sick.
    - Hand sanitiser: If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60% alcohol may be used. However, if hands are visibly dirty, wash hands with soap and water.

  Additional key times to wash hands include:
    - After blowing one's nose, coughing, or sneezing. o After using the restroom.
    - Before eating or preparing food.

Special areas:

Residence rooms

These should be cleaned according to normal household protocols within residence rooms. Outside the confines of each resident's room, the general protocol for cleaning of all surfaces in common areas, apply.

Lecture Rooms

Lecture rooms should be cleaned daily when teaching and learning has ended for the day. After cleaning, the hand sanitiser dispenser that is stationed outside each lecture room should be refilled so that the lecturer and students can sanitise before re-entering the lecture room the next day.

Cafeterias

Cafeterias in general campus environments as well as within residences are potential areas where spread may occur at a higher rate. This is on account of many people being in a limited space, the same people using tables, chairs, etc; as well as the possibility that staff preparing the food may be spreading the virus through droplet spread.

Thus, it is important that, in addition to the social distancing regulations, for there to be very regular cleaning of tables, surfaces, trays, chairs, etc. throughout the day within cafeterias.

Students and staff using these facilities should be encouraged to sit outside to consume food and drink, and where they do use the tables provided, to clean them before and after use.

Cleaning after someone attending the institution is confirmed with COVID-19

In cases where a positive student is identified on campus, based on information about where on campus the student was over the prior two days, it would be best to close off those areas if it is not possible to immediately clean and disinfect those spaces.

Cleaning outdoor areas

Outdoor areas generally require normal routine cleaning, but do not require disinfection.

- Do not spray disinfectant on outdoor items - it is not an efficient use of supplies and is not proven to reduce the risk of COVID-19 to the public.
- The exception - frequently touched surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely.
- Cleaning and disinfection of wooden surfaces (benches, tables) is not recommended.

  Sidewalks and roads should not be disinfected.
- Spread of COVID-19 from these surfaces is very unlikely and disinfection is not effective.

Capacity building of cleaning staff

HIGHER HEALTH will support every PSET Institution with Capacity Building of Cleaning Staff. Each institution must educate and train all cleaning staff, so that they understand more about SARS-CoV-2 and how it is spread, so that they are capacitated to clean effectively.

If cleaning services are a contractor service, the PSET institution should ensure that cleaning staff are adequately trained by the contractor, and that they are provided with up-to-date information.

Cleaning staff should receive training on what cleaning solutions should be used in different circumstances. Staff also need to be capacitated on protecting themselves, and why most routine cleaning does not need any specialized PPE. Educate workers performing cleaning to recognize the symptoms of COVID-19. Provide instructions on what to do if they develop symptoms.

Develop policies for worker protection and provide training to all cleaning staff on-site before providing cleaning tasks.

Training should include when to use PPE, what PPE is necessary for specialized cleaning, how to properly don (put on), use, and doff (take off) PPE, and how to properly dispose of PPE. Ensure workers are trained on the hazards of the cleaning chemicals used in the workplace

Personal Protective Equipment (PPE)

Guidance from national protocols should be used as per the links below:

Protocols for PPE: https://www.cdc.gov/coronavirus/2019-ncov/downloads/A_FS_HCP_COVID19_PPE.pdf https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html

Strategies to Maximise PPE: https://www.cdc.gov/coronavirus/2019-ncov/hcp/ppe-strategy/index.html

Tool to Measure Burn Rate of PPE: https://www.cdc.gov/coronavirus/2019-ncov/downloads/hcp/PPEBurn-Rate-Calculator.xlsx

Fact Sheet for Putting on and Removing PPE: https://www.cdc.gov/coronavirus/2019ncov/images/A_FS_HCP_COVID19_PPE.jpg

Poster for Putting on and Removing PPE: https://www.cdc.gov/coronavirus/2019ncov/images/A_FS_HCP_COVID19_PPE_11x17.jpg

In general, areas without a documented COVID-19 patient need limited additional PPE.

The role of students and staff in cleaning

All students and staff must understand the importance of washing hands and of cleaning their environments.

Students should be encouraged to carry hand sanitizers to wash their hands regularly.

Students and staff should always have a dilute bleach solution and cloth with them, and clean the working area, keyboard, machine, etc. before starting to work, as well as on completion and leaving the space.

Cleaning and disinfecting a building or facility if someone is found Positive for COVID-19

It is important to note that the same cleaning solutions are used in this setting for routine cleaning. Cleaning after a confirmed COVID-19 person has been present is a more meticulous version of routine cleaning.

Close off areas used by the person who has been found positive for COVID-19. Institutions do not necessarily need to close operations if they can close off affected areas. As we learn to "live with this virus" it is anticipated that only affected components of organisations will close, rather than the entire organisation.

Regarding the affected room/building:

- Open outside doors and windows to increase air circulation in the area.

- If possible, wait 24 hours before cleaning/disinfecting. If 24 hours is not feasible, wait if possible.
- Clean and disinfect all areas used by the person who has COVID-19, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and ATMs.
    - Hypochlorite should be the solution that is used over wide areas, such as floors, desks, chairs, steps, etc.
    - Since 60-70% alcohol solutions are far more expensive, it should be used for other smaller areas and items that corrode. Thus, all metals and electronic goods, keyboards, door handles, laptops, etc. should be cleaned with an alcohol solution.
- Once the area has been appropriately disinfected, it can be opened for use.
- If there is any linen or laundry in the area (e.g., tablecloths), these should be washed in a heating cycle in the washing machine.
- Workers without close contact with the person who has COVID-19 can return to work immediately after disinfection. Those who have had exposure – according to the national guideline definition – should be in self-isolation, according to national guidelines.

If it is more than 7 days since the person who has COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary.

Continue routine cleaning and disinfection after the special clean, as per this document. This includes everyday practices that businesses and communities normally use to maintain a healthy environment.

Acceptable Cleaning Chemicals

See Addendum 1: Cleaning Solutions & Addendum 2: Use of Bleach

The Role of Vaporized Spraying Over Large Areas

Certain countries have sprayed disinfectants over large areas using machines that spray out dry chemicals.

These methods are not supported by any science concerning their efficacy and should not be used indoors nor outdoors.

Addendum 1: Cleaning Solutions

As the world understands more about SARS CoV-2, it is possible to recommend specific compounds. While there are thousands of possible solutions, we recommend the highlighted ones for different purposes, as above. In South Africa, sodium hypochlorite (bleach) can be found in the form of multiple commercial products, "Jik" (or equivalent).

Antimicrobial agents effective against different coronaviruses: human coronavirus 229E (HCoV-229E), mouse hepatitis virus (MHV-2 and MHV-N), canine coronavirus (CCV), transmissible gastroenteritis virus (TGEV), and severe acute respiratory syndrome coronavirus (SARS-CoV)1 Antimicrobial agent

	Concentration	**Coronaviruses tested**
Ethanol	70%	HCoV-229E, MHV-2, MHV-N, CCV, TGEV
Sodium hypochlorite	0.1–0.5%	HCoV-229E
	0.05–0.1%	SARS-CoV
Povidone-iodine	10% (1% iodine)	HCoV-229E
Glutaraldehyde	2%	HCoV-229E
Isopropanol	50%	MHV-2, MHV-N, CCV
Benzalkonium chloride	0.05%	MHV-2, MHV-N, CCV
Sodium chlorite	0.23%	MHV-2, MHV-N, CCV
Formaldehyde	0.7%	MHV-2, MHV-N, CCV

Addendum 2: Use of bleach

From: https://www.info.gov.hk/info/sars/en/useofbleach.htm

Bleach is a strong and effective disinfectant. Its active ingredient, sodium hypochlorite, denatures protein in micro-organisms and is therefore effective in killing bacteria, fungus, and viruses. Household bleach works quickly and is widely available at a low cost. Diluted household bleach is thus recommended for the disinfection of facilities.

As bleach irritates mucous membranes, the skin and the airway, decomposes under heat or light, and reacts readily with other chemicals, caution should be exercised in the use of it. Improper use of bleach may reduce its effectiveness in disinfection and also lead to accidents which can be harmful to health. Overuse of bleach or using a bleach solution that is too concentrated results in the production of toxic substances that pollute the environment and disturb the ecological balance.

Tools and Equipment

Before cleaning, get all the necessary tools and equipment ready. Cleaning tools, cleansers/disinfectants, measuring tools, and protective gear will be needed.

- **Cleaning tools**: Brush, mop, towel, spray can and bucket.
- **Cleansers/disinfectants**: Bleach and water.
- **Measuring tools:** Tablespoon and measuring cup.
- **Protective gear:** Mask, rubber gloves, plastic apron, and goggles (recommended).

Procedures for Preparing/Using Diluted Bleach

Keep windows open when diluting or using bleach to ensure good ventilation. Put on protective gear when diluting or using bleach as it irritates mucous membranes, the skin, and the airways. Cold water should be used for dilution as hot water decomposes the active ingredient of bleach and renders it ineffective. Bleach containing 5.25% sodium hypochlorite should be diluted as follows (demonstration short):

1:99 diluted household bleach (mixing 10ml of bleach with 1litre of water) can be used for general household cleaning.

1:49 diluted household bleach (mixing 10ml of bleach with 0.5litre of water) is used to disinfect surfaces or articles contaminated with vomitus, excreta, secretions or blood.

Adjust the amount of bleach added if its concentration of sodium hypochlorite is above or below 5.25%

Calculation: Multiplier of the amount of bleach added = 5.25 concentration of sodium hypochlorite in bleach

For example, when diluting a bleach-containing only 5% sodium hypochlorite, the multiplier is 5.25 5=1.05. That means 10 x 1.05 = 10.5ml of bleach should be used when preparing a bleach solution. For accurate measurement of the amount of bleach added, a tablespoon or measuring cup can be used. Rinse disinfected articles with water and wipe dry. Cleaning tools should be soaked in diluted bleach for 30 minutes and then rinsed thoroughly before reuse. Finally, wash hands with liquid soap, then dry hands with a clean towel or disposable towel.

Precautions

Avoid using bleach on metals, wool, nylon, silk, dyed fabric, and painted surfaces. Avoid touching the eyes. If bleach gets into the eyes, immediately rinse with water for at least 15 minutes and consult a doctor.

Bleach should not be used together or mixed with other household detergents as this reduces its effectiveness in disinfection and causes chemical reactions. For instance, a toxic gas is produced when bleach is mixed with acidic detergents such as those used for toilet cleaning. This could result in accidents and injuries. If necessary, use detergents first and rinse thoroughly with water before using bleach for disinfection.

As undiluted bleach liberates a toxic gas when exposed to sunlight, it should be stored in a cool and shaded place out of reach of children. Sodium hypochlorite decomposes with time. To ensure its effectiveness, it is advised to purchase recently produced bleach and avoid over-stocking. For effective disinfection, diluted bleach should be used within 24 hours after preparation as decomposition increases with time if left unused.

Protection of Personal Information Act (POPI Act) - Blueprint/QMS-26

Reg no:	2020/654216/07
Address:	cor. Gypsum str and Hornblend Avenue, Elarduspark, Pretoria, 0181
Contact details	012 3451181
Website:	www.etta.co.za
e-mail address:	info@etta.co.za

Policy Name	Protection of Personal Information Act (POPI Act) Policy document
Policy Number	ETTA /QMS: 26
Responsible person	Administration Manager
Date of Approval	17/09/2021
Policy Review Date	17/09/2022
Next Review Date	17/09/2023
Revision Frequency	Annual
Approved by CEO Administration Manager	 Signature Signature

CONSENT AND ACKNOWLEDGMENTS IN TERMS OF THE PROTECTION OF PERSONAL INFORMATION ACT 2013 (POPI)

Consent form for ETTA

Overview

The Protection of Personal Information Act (POPI) aims to give effect to the constitutional right to privacy by balancing the right to privacy against that of access to information. POPI requires that personal information relating to individuals be processed lawfully and in a reasonable manner that does not infringe on the right to privacy. This consent form sets out how personal information will be collected, used and protected by ETTA, as required by POPI. The use of the words "the individual" for this document shall be a reference to any individual communicating with ETTA and/or concluding any agreement, registration or application, with the inclusion of each individual referred to or included in terms of such agreement, registration or application.

1 Personal information

The personal information that ETTA requires relates to names and surnames, birth dates, identity numbers, passport numbers, demographic information, education information, occupation information, health information, addresses, memberships, personal and work email and contact details.

2 What is the purpose?

ETTA is legally obligated to collect, use and disclose personal information for:

- reporting to various organizations e.g., SARS, CIPC, SAQA, FASSET, PAFA, QCTO, etc.
- evaluate and process applications.
- compiling statistics and various research reports.
- providing personalized communications and complying with the law.

3 Process personal information

ETTA will only collect personal information for the purpose as stated above. Information will be collected in the following manner:

- direct from the individual or a relevant public or equivalent entity.
- from education institutions, training providers, or other service providers that are providing or provided the individual with services.
- from our records relating to our previous supply of services or responses to the individual's request for services.
- Personal Information means information relating to an unidentifiable, living, natural person, or an identifiable, existing juristic person, as defined in Section 1 of POPIA and includes information relating to

- Race, gender, sex, pregnancy, marital status, mental health, well-being, disability, religion, belief, culture, language and birth;
- Education, medical, financial, criminal or employment;
- Identity number, electronic and physical addresses, telephone numbers and on-line identifiers;
- Biometric information;
- Personal opinions, views or preferences; and
- Correspondence sent by a person implicitly or explicitly of a personal nature or confidential

4 The purpose of this policy

Inform the Data Subject and enable the Company to comply with:

- The laws in respect of personal information that the Company holds in respect of Data Subjects; - Follow good practice;
- Protect the Company's reputation;
- Protect the Company from the consequences of a breach of its responsibilities; and
- Protect the Data Subject against loss or breach of their personal information.

POPIA requires the Company to inform the "Data Subject", defined by Section 1 of POPIA, as to the manner in which their personal information is used, protected, disclosed and destroyed.

The Company guarantees its commitment to protecting the Data Subject's privacy and ensuring that their personal information is used appropriately, transparently, securely and in accordance with applicable laws of the Republic of South Africa.

5 Policy statement

The Company collects and uses Personal Information of employees, individuals and corporate entities with whom it works, in order to operate and carry out its business effectively. The Company regards the lawful and appropriate processing of all Personal Information as crucial to successful service delivery and essential to maintaining confidence between the Company and its stakeholders. The Company therefore fully endorses and adheres to the principles of POPIA.

6 To whom will personal information be disclosed?

The personal information may be disclosed to other relevant public or other entities on whose behalf we act as intermediaries and other third parties referred above.

Personal information may only be processed if the process meets the conditions of the Act. There are eight distinct conditions which organisations need to meet to be acting lawfully:

- Accountability
- Processing limitation
- Purpose specification
- Use limitation
- Information quality
- Openness
- Security safeguards
- Individual/data subject participation

7 Purpose of Processing:

-The Company uses the Personal Information under its care in the following ways:

(i) Administration/facilitation of alternative dispute resolution ("ADR") proceedings and agreements;

(ii) Providing products and services to customers;

(iii) Detecting and prevention of fraud, crime, money laundering and other malpractice;

(iv) Marketing and sales;

(v) In connection with legal/ADR proceedings;

(vi) Staff administration and employment legislation compliance;

(vii) Keeping of accounts and records;

(viii) Enrolling delegates for training courses and assessment of progress;

(ix) Registering applicants on panels; and

(x) Complying with legal and regulatory requirements.

(POPIA-Manual-Privacy-Policy-IICArb.pdf, 2021) Main source

Sexual harassment policy and procedures

ETTA /QMS-27

Reg no:	2020/654216/07
Address:	cor. Gypsum str and Hornblend Avenue, Elarduspark, Pretoria, 0181
Contact details	012 3451181
Website:	www.etta.co.za
e-mail address:	info@etta.co.za

Policy Name	Sexual Harassment policy and procedures
Policy Number	ETTA/QMS: 27
Responsible person	CEO
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Approved by CEO Academic Dean	Signature: Signature:

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1 Introduction

The ETTA Policy Statement is committed to providing a secure environment for all of its employees free of discrimination on any grounds and harassment at work, including sexual harassment.

ETTA will have a zero - tolerance approach for any form of sexual harassment in the workplace, will consider all incidents seriously, and will investigate any allegations of sexual harassment as soon as possible. Any employee who is discovered to have sexually harassed another will face disciplinary action, up to and including termination. All sexual harassment allegations will be seriously considered and treated with respect and discretion. No one will suffer consequences for lodging such a complaint.

1.1 Definition of sexual harassment Sexual harassment

is classified as intrusive sexual behaviour that causes an individual to feel offended, degraded, and/or intimidated. It involves situations in which a person is required to engage in sexual conduct as a condition of employment, as well as circumstances in which the recipient is exposed to a hostile, intimidating, or degrading environment. Sexual harassment can arise in one or more instances, and the behaviors that constitute harassment can be physical, verbal, or nonverbal.

Examples of conduct or behaviour which constitute sexual harassment include, but are not limited to:

1.1.1 Physical conduct

- Unwanted physical contact, such as patting, pinching, stroking, kissing, hugging, fondling, or inappropriate touching.
- Physical violence, including sexual assault
- The use of job-related threats or rewards to solicit sexual favours

1.1.2 Verbal conduct

- Comments on a worker's appearance, age, private life, etc.
- Sexual comments, comments, and pranks
- Sexual advances
- Persistent and unwanted social requests for dates or physical intimacy
- Insults based on the worker's sex

• Patronizing or condescending statements

• Sending sexually explicit messages (by phone or by email)

1.1.3 Nonverbal behaviour

• Display of sexually explicit or suggestive material

• Sexually suggestive gestures

• Whistling

• Leering

Anyone can be a victim of sexual harassment, regardless of their gender or the gender of the harasser. ETTA acknowledges that sexual harassment can occur between members of the same gender. What matters is that the sexual conduct is unwanted and unwelcome by the individual against whom the conduct is committed.

ETTA recognises that sexual harassment is a manifestation of power relationships and often occurs within unequal relationships in the workplace, for example between manager or supervisor and employee. Anyone, including employees of ETTA , clients, customers, casual workers, contractors or visitors who sexually harasses another will be reprimanded in accordance with this internal policy.

All sexual harassment is prohibited whether it takes place within ETTA premises or outside, including at social events, business trips, training sessions or conferences sponsored by ETTA.

1.2 Complaint's procedures

Individuals who deal with sexual harassment complaints should be adequately trained on the issue as well as the nature of sexual harassment.

Secondly, sexual harassment individuals may choose to resolve the situation in a number of ways. Some people should be Ok with an informal resolution that puts the situation to a closure, whereas others prefer more formal means.

1.2.1 Harassment between supervisor and student

Where the allegation is serious or the harasser is also the victim's supervisor, informal resolution procedures may be inappropriate. It's important that the company's complaints procedures reflect these diverse requirements and techniques of conflict resolution. If possible, victims of sexual harassment should inform the alleged harasser that the behaviour is unwanted and unacceptable.

ETTA acknowledges that sexual harassment may occur in unequal relationships (for example, between a supervisor and his or her employee) and that the victim may not be able to inform the alleged harasser.

If a victim seems unable to address an alleged harasser directly, he or she may contact one of the designated staff members responsible for receiving sexual harassment complaints.

When a designated person receives a complaint of sexual harassment, he or she will:

- immediately record the dates, times and facts of the incident(s)
- find out what the victim wants as a result of the complaint;
- establish what the victim wants as a consequence of the complaint;
- either an informal or formal complaint, with the understanding that resolving the problem informally does not prohibit the victim from filing a formal complaint if he or she is disappointed with the result.
- keep a confidential record of all discussions
- respect the victim's choice; and
- make sure the victim is informed that they can file a formal complaint outside of the company through the relevant country/legal framework.

Throughout the complaint's procedure, a victim has the right to be assisted by a professional counsellor. ETTA will designate a number of counsellors and educate them with specialized training to assist victims of sexual harassment. ETTA acknowledges that because sexual harassment frequently occurs in unequal relationships in the workplace, victims constantly feel unwilling come forward. ETTA understands the importance of assisting victims in filing a complaint.

1.3 Informal complaints mechanism

If the victim wishes to deal with the matter informally, the designated person will:

- provide the alleged harasser with an opportunity to respond to the complaint; and • ensure that the alleged harasser understands the complaints process.
- promote discussion between both parties in reaching an informal resolution satisfactory to the complainant, or refer the issue to a designated mediator within the organization to resolve the matter;
- ensure that a confidential log of what occurred is preserved.¬ follow up after the outcome of the complaints mechanism to ensure that the behaviour has stopped.

- ensure that the preceding is completed in a timely manner and within 7 days of the complaint being submitted

1.4 Formal complaints mechanism

If the victim prefers to make a formal complaint, or if the informal complaint method has not resulted in a satisfactory outcome, the written complaint mechanism should be used to resolve the issue. The designated person who received the complaint will refer the issue to a senior human resources management, who will initiate a commission of inquiry. In accordance with this policy, the senior human resources manager may manage the case himself/herself, submit it to an internal or external investigator, or transfer it to a committee of three people.

1.4.1 The person carrying out the investigation will:

- Separately interview the victim and the alleged harasser.
- Interview other relevant third parties Separately determine whether or not the incident(s) of sexual harassment occurred.
- Produce a report detailing the investigations, findings, and any recommendations

In the instance that the harassment happened, identify the right solution for the complainant in consultation with the victim (i.e.- an apology, a change to working arrangements, a promotion if the victim was demoted as a result of the harassment, training for the harasser, discipline, suspension, dismissal)

Follow up to ensure that the guidance are executed, that the behaviour and attitude has stopped, and that the victim is satisfied with the result

• if it cannot be ascertained that the harassment transpired, he/she may still make recommendations to ensure proper workplace functioning

• keep a record of all actions taken

• ensure that all records concerning the matter are kept confidential

it is also vital that the wishes and needs of the victim are incorporated into the outcome of the complaint's mechanism.

For example, if it is found that a victim was harassed by a colleague and that they work together on a daily basis, the views of the victim should be ascertained before making a 5 decision on re-organising the office. For example, the victim may not want to be moved to a

different department and as the victim, he/she should be entitled to decide this and not be re-victimised by being forced to move within the company.

1.5 Outside complaints mechanisms

A person who has been subject to sexual harassment can also make a complaint outside of the company.

1.6 Sanctions and disciplinary measures

Anyone who is discovered to have sexually harassed another individual in breach of this policy encounters various consequences:

- a verbal or written reprimand
- negative performance evaluation
- demotion
- suspension
- dismissal.

The gravity and extent of the harassment will influence the types of the consequences. To ensure that incidents of sexual harassment are not disregarded as insignificant, effective deterrent measures will be imposed. Certain extreme situations, including physical violence, will result in the harasser's immediate dismissal.

1.7 Implementation of this policy

ETTA will ensure that this regulation is extensively communicated to all relevant individuals. It will be incorporated into the employee manual. As part of their induction into the organization, all new employees must be educated on the content of this policy. ETTA will encourage all employees to attend a refresher course on the content of this policy yearly. Every manager is responsible for ensuring that all of his or her employees are aware of the policy.

1.8 Monitoring and evaluation

ETTA emphasizes the significance of monitoring this sexual harassment policy and will ensure that statistics and data on how it is used and whether or not it is effective are recorded anonymously. Supervisors, managers, and those in charge of overseeing sexual harassment cases will report on policy compliance, including the number of incidents, how they were resolved, and any recommendations made. This will be done yearly. As a result of this report, the company will examine the effectiveness of this policy and make the appropriate improvements.

EXCEL THEOLOGICAL TRAINING ACADEMY

CERTIFICATION POLICY

ETTA / QMS/ 28

Reg no: 2020/654216/07

Address: cor. Gypsum str and Hornblend Avenue, Elarduspark, Pretoria, 0181

Contact details 012 3451181

Website: www.etta.co.za

e-mail address: info@etta.co.za

Policy Name	Quality Management System Policy
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Revision Frequency	Annual
Approved by **CEO** **Academic Dean**	Signature: Signature:

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1 Policy

- Students who have successfully satisfied the minimum exit level requirements of the programme are awarded the Occupational Certificate in Religious Associate Professional.
- Security measures are in place to prevent fraud or illegal issuing of certificates.
- Certificates must be of a suitable quality and must include accurate and complete information.
- The certificates are awarded at a formal graduation ceremony held annually.
- Certificates will not be issued for incomplete qualifications and or part qualifications.

2 Purpose

The purpose of the policy is to ensure that effective mechanisms are in place to quality assure the processing and issuing of certificates, and to maintain the integrity of the processes leading to certification of qualifications offered by the College.

3 Security Measures

3.1 Issuing Certificates

- In order to prevent the fraudulent issuing of any certificates, the following security measures are in place:
- The Administration Assistant is the person responsible for printing certificates. Should this person be unavailable the Academic Dean will be responsible.
- Both the Institutional Head and the Academic Dean are responsible for signing all certificates.
- All certificates are embossed.
- The titles of the authorised persons to sign certificates are printed on all certificates.
- All certificates have a unique certificate number printed on them which is recorded against the
- students' name.
- Cross-referencing against the student database ensures authenticity.
- The certificate numbers are recorded in a certificate register.
- The students' identity number appears on the certificate.
- Cancellation of certificates; the word "CANCELLED" between two lines, must appear in red; diagonally across the certificate on all cancelled certificates. All cancelled certificates must be entered in the register and kept separately in the storage room.

- The certificates are printed in a secure environment on the College premises.
- All certificates must be signed by the Head of Institution as well as the Academic Head
- Certificates will be done by QCTO and not by the Registered Institution.

3.2 Reprinting Certificates

- Reprinting of certificates is only permitted if the student's name or ID number/Passport Number are incorrectly printed according to the student's records on file at the time of generation. The following security measures are in place to prevent fraudulent reprinting:
- The student must hand in the original certificate together with an updated certified copy of their ID or Passport.
- The new certificate must be generated according to the procedure specified in Point 5 of this document.
- The original certificate must be 'Cancelled', as specified in Point 4.1, and must be placed on file together with a copy of the new certificate and a copy of the certified ID or Passport.

3.3 Claiming Certificates

In order to prevent any fraudulent claims for certificates, the following security measures are in place:

- Each certificate issued is photocopied and stored in the student file.
- In order to apply for a replacement certificate, a student must:
- Apply in person
- Provide a certified copy of their ID or passport
- Provide an affidavit explaining the reason that the student requires a replacement certificate and that he/ she no longer has the original certificate in his/her possession.
- The College will re-issue the certificate with the word 'duplicate' printed thereon.

3.4 Storage of Students Records

Student records must be secure and reliable and must be kept indefinitely.

All student records are recorded in a secure student record database according to the rules and procedures outlined in the MIS policy. To gain access to student records electronically, a password is required.

Hardcopies of all student records are stored securely in a lockable filing cabinet accessible only by the Head of Administration, Administration Assistant, and the Academic Dean.

3.5 Storage of Certificates

Certificates are stored under secure conditions until distribution at the graduation ceremony. Certificates that are not collected at the graduation ceremony must be stored securely in the student's file and must be signed for when collected by the student.

The notarial seal (embossed college logo) is kept in the College safe which is only accessible by the Head of Administration and the Administrative Assistant.

No blank certificates are stored in hard copy format. All certificates are generated on the computers of the Administration Assistant or the Head of Administration, which are password protected.

4. Generating Certificates

Certificates are printed on the College premises, on white 150-180 g paper with the ETTA logo in full colour

The following information must appear on the Certificate:

- Excel Theological Training Academy (PTY) LTD
- The company registration number
- The words: "THIS IS TO CERTIFY THAT"
- The student's full names and surname as it appears on their ID document
- The student's identity number / passport number
- The qualification name and registration number as it appears on the NQF
- The reason for issuing: "AWARDED "
- The level of achievement (Merit/ Distinction) if applicable
- The signatures and titles of the authorised persons to sign certificates
- The date issued
- Official embossed emblem
- Unique certificate number
- The registration statement contemplated in Regulation 24(b)

In order to ensure the accuracy of information contained in the certificate, the following procedures must be adhered to:

- The list of graduating students is approved by the Assessment Committee once the relevant academic staff have approved the academic transcripts.
- A certificate number is generated for each qualifying student by the Administration Assistant and recorded in the certificate register.
- The students' biographical details are checked by the Head of Administration.
- The programme information is checked by the Academic Dean and/ or the Quality Assurance Manager.
- A set of mock certificates are printed in black and white and checked by the Head of Administration and the Academic Dean.
- Any changes must be made before original certificates are printed and signed off.

5. Graduation Ceremony

Graduation is a formal procedure that is held annually. The venue and date on which this takes place depends on the following factors:

• Suitability of venue

• Date and time of event

• Input from graduates

The Academic Dean is responsible for coordinating the graduation ceremony.

All students are encouraged to attend the graduation ceremony and the following criteria will apply at the ceremony:

Awards will be issued to students who achieve excellence in the programme

- Certificates will be issued to all students who have successfully completed their Occupational Certificate: Religious Associate Professional
- Students with outstanding fees may not attend the ceremony and will not receive certification until such time as all outstanding fees are settled
- Students who have been unsuccessful in graduating will be notified at least one week before the ceremony by the Academic Dean
- Students who attend the graduation ceremony will be entitled to invite two additional guests to attend

Students who are unable to attend the graduation ceremony are required to collect their certificate or award from the Administration Office personally and must sign that it has been collected. If that is not possible then the person collecting must provide a letter from the student, together with a copy of the student's ID document, and must sign that it has been collected. If a request is received to post the certificate/award, then it will be posted via registered mail to the address provided by the student at the time.

EXCEL THEOLOGICAL TRAINING ACADEMY

REFUND POLICY AND PROCEDURES

ETTA / QMS/ 28

Reg no:	2020/654216/07
Address:	cor. Gypsum str and Hornblend Avenue, Elarduspark, Pretoria, 0181
Contact details	012 3451181
Website:	www.etta.co.za
e-mail address:	info@etta.co.za

Policy Name	Refund Policy and Procedures
Policy Number	ETTA/QMS: 28
Responsible person	Administration Manager
Date of Approval	15/09/2022
Policy Review Date	15/09/2023
Next Review Date	15/09/2023
Revision Frequency	Annual
Approved by CEO Administration Manager	Signature: Signature:

Introduction

This policy describes the rules and procedures whenever a learner withdraws from a course completely. This policy will be the standard in all applications for refunds except in the case of extraordinary circumstances after the approval of the management board.

Payment Guidelines for Student

All payments must be made through the Learner Management System (LMS). Available payment methods: Card (Debit / Credit) and Electronic Funds Transfer (EFT). Credit card payments are processed immediately and EFT payments take two to three days to process. Learners use their Order # as a reference and send their proof of payment to info@etta.co.za. Learners can choose between a payment per module or the total payment of tuition fees upfront. Modules will only be unlocked once their payment was successfully processed.

Refund Guidelines for Student

- There is a once-off Application Fee per course Payable of R 200 and a once-off registration fee of R 500 per course (both are non-refundable).
- The Recognition of Prior Learning (RPL) are also non-refundable.
- Learners are required to pay all, or a portion, of their tuition and fees for any registered course unless enrolment is officially cancelled prior to the start of ETTA classes. If a student does cancel prior to the start of classes, 100% of tuition and fees will be refunded.
- The academy provides a pro-rated refund for Learners who **paid in advance** withdrawing within the first six months of classes after enrolment.
    - When a programme is terminated by a student within 3 months of registration, 50% of the tuition fees paid in advance will, on request, be refunded. If the

programme is terminated within 6 months of registration, 25% of the tuition fees paid in advance may be refunded. No further refunds will be made after 6 months.

- Students will however not be refunded for classes of modules that they already started and books they received.
- Withdrawal or cancellation occurs on the calendar day that the withdrawal is requested online or in person at the Office of ETTA.

Exceptions

Exceptions to the tuition and fees policy as stated above will be considered for extenuating circumstances. Learners should fill out and submit an Extenuating Circumstances Tuition and Fees Refund Request and provide documentation of the extenuating circumstance with the completed form to the Office of Etta. The Management Committee will review the application and determine whether or not any additional refund will be made.

Finance Management Policy and Procedures

ETTA/QMS-03

Reg no: 2020/654216/07

Address: cor. Gypsum str and Hornblend Avenue, Elarduspark,

Pretoria, 0181

Contact details 012 3451181

Website: www.etta.co.za

e-mail address: info@etta.co.za

Policy Name	Finance Management Policy and Procedures
Policy Number	ETTA /QMS: 03
Responsible person	Chief Finance Officer
Date of Approval	19/09/2022
Next Review Date	19/09/2023
Revision Frequency	Annual
Approved by Chairperson/CEO	Signature:

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1 List of Acronyms

CEO	Chief Executive Officer
CFO	Chief Finance Officer
FAR	Finance, Audit and Risk Committee
HR	Human Resource
SARS	South African Revenue Services
SDP	Skills Development Provider
QCTO	Quality Management Board for Trades and Occupation
QMS	Quality Management System

2 Glossary of Terms

Board of Directors	Board of Directors means "the board consists of all the directors of ETTA.
Institute	Institute means ETTA
Management Board	Management Board means "the board consists of all the members of the ETTA management.
Administration Manager	Administration Manager means "the person who manages all the Administrative operations of the ETTA
Accreditation	Accreditation means "The certification, usually for a particular period, of a body or an institution as having the capacity to fulfil a particular function in the quality assurance system. [1]
Skills Development Provider	Skills Development Provider means ETTA

[1] Criteria and guidelines on the Accreditation of Skills Development Providers: October 2015.

3 Preamble

ETTA has developed a policy on Finance Management which is the part of ETTA 's Quality Management System (QMS).

4 Purpose

The purpose of this policy is to establish guidelines for developing financial goals and objectives, making financial decisions, reporting the financial status of the Excel Theological Training Academy, and managing Academy's funds.

5 Scope

This policy applies to all finance related matters at the Excel Theological Training Academy.

6 Principles

1) The Chief Finance Officer is responsible for the formulation of financial policies and for reviewing the operations and activities on a regular basis.
2) The Board of Director delegates the oversight responsibility to the Finance, Audit and Risk (FAR) Committee of which the Chief Finance Officer (CFO) is Chair. This responsibility is shared through delegation with the CFO. The CFO is responsible for the day-to-day operations for managing the Excel Theological Training Academy funds, ensuring the accuracy of the accounting records, internal controls, financial objectives and policies, financial statement preparation, and bank reconciliation review and approval.
3) ETTA Training Academy will appoint competent persons to be responsible for the Financial Management of all funds and assets.
4) The finance team is directly supervised by the Financial Manager (If CFO is not available then CEO will act as supervisor).
5) Excel Theological Training Academy will maintain adequate financial resources to sustain the quality of learning throughout successive periods of accreditation as a **Skills Development Provider (SDP)**.
6) Budgetary and Financial Management procedures will be implemented which will ensure that the Academy's goals and objectives are achieved.
7) In doing so, The Institute adheres to the values of Responsibility, Accountability, Fairness and Transparency to ensure the sustainability of the business.
8) The financial records are audited on a yearly basis by a registered Chartered Accountancy company in South Africa.

9) The annual financial statements are prepared in accordance with the International Financial Reporting Standard for Small and Medium-sized Entities.

7 Processes and procedures

7.1 Control of funds

No one person will have sole control over ETTA funds. As such, ETTA banking system requires a 2-person release system before any payments can be made. The CEO and CFO have access to the banking system.

7.2 Budgets

An annual budget of income and expenditure will be drawn up in consultation with all departments and management and will be approved by the Management Board prior to be implemented. The CEO will present the proposed budget to the Management Board at least 30 days before the end of the financial year, and the Management Board will recommend the final proposed budget before the end of the financial year for approval.

7.3 Invoicing

The ETTA engages with and has clients in both the public and private sector of business, as well as private individuals on public programmes. As such ETTA offers various invoicing and payment options for its students. These arrangements should be finalised before commencement of any studies and no student will be allowed to graduate unless their fees are paid in full.

The application fee will be payable before the proposed student starts the admissions process and will be invoiced into the application fee account.

Kindly note that an annual price increase of 10% will apply unless the full course fee is settled in advance.

7.4 Managing funds and procurement

Persons made responsible for financial management of ETTA funds and assets will be held accountable for funds or assets that are misused or misappropriated. This excludes special circumstances where funds are approved by the Management Board or Board of Directors.
ETTA will manage purchasing activities as follows:

Goods or services less than R 100

No quotation required. The item will be signed off by the responsible person.

Goods or services between R100 and R1 000

Minimum one quotation required. The item will be signed off by the responsible person.

Goods or services between R1 000 and above

Minimum 3 quotations required. The item will be signed off by the responsible person.

All quotations need to be obtained from reputable organisations, and the decision will be based on price, service and quality of product. All invoices submitted to the ETTA must contain a clear description of the goods and services delivered and comply with any tax regulations. All invoices will be signed off by the person responsible for the expense. Expenses incurred as a result of a signed contract, will be paid according to the stipulations of the contract. No quotation will be required for these goods and services as they would be agreed on before commencement of the contract.

All the business expenses of ETTA can be paid by the CFO under the advisement of the Board of Directors. A notification of the payment will be sent to the CEO and Administration Manager (where necessary) to file in and notify.

7.5 Monthly reports

Detailed statements of expenditure against budget will be maintained during the financial year and reported on monthly to the management. A summary will be presented to the Management Board of ETTA at Board meetings.

7.6 Annual reports

The finance department will produce all annual financial statements and reports required by ETTA 's Board, the Quality Management Board for Trades and Occupations (QCTO), the South African Revenue Services (SARS) and other external stakeholders, as applicable.

7.7 Financial records

ETTA will keep all financial records neatly and in good order and thereby accessible when required. All records will be kept, at minimum, for the required amount of time prescribed by law.

7.8 Debt recovery

ETTA will follow up on outstanding amounts on a monthly basis. Services will be stopped for all students accounts outstanding for more than 90 days. All bad debts will be approved by the CEO. Accounts that have been outstanding for more than 120 days will be handed for debt collection.

7.9 Audited financial statements

The financial records will be audited on a yearly basis by a registered Chartered Accountancy company in South Africa, within 2 months of the end of the financial year. ETTA financial statements will be prepared in accordance with the International Financial Reporting Standard for Small and Medium-sized Entities. The CEO will recommend the selection of a firm to perform the annual audit. The Finance Committee will assist, when necessary, in the audit preparation and report the results to the ETTA Management. A representative of the audit firm could be invited to attend the annual presentation to the Management Board and will be required to make a formal presentation to the Management Board if the audit report is other than unqualified, or if the auditor's report material weaknesses in internal controls or reportable matters.

7.10 Compensation and payroll

Payroll is executed monthly. Payslips will be provided to each employee by the accountant. Monthly payroll expenses will be verified by the CFO against payroll reports and will be agreed to the bank statements. To determine salaries and grading of posts within ETTA, the Board of Directors assisted by the HR officer and the CFO shall use job evaluations to ensure that work of equal value is remunerated equally. No employee of ETTA may be compensated outside of the approved range, without the approval of the CFO.

7.11 Travel and expense reimbursements

All Employees, except for the Management Team, who travel on behalf of ETTA for business, are required to keep a logbook of business kilometres travelled. These kilometres need to be signed off by the CFO and claimed back at the SARS reimbursement rate at that time. Mileage to and from the employee's residence to the place of work will not be paid by ETTA.

7.12 Petty Cash

A petty cash fund provides a systematic method for paying and recording small day to day expenses ETTA will maintain a R AMOUNT petty cash fund that is replenished as needed. The petty cash should not exceed R AMOUNT at any given time. Should petty cash exceed this amount; the excess will be deposited into the bank account. The accountant shall maintain control of, and responsibility for, payments disbursed from the Petty Cash.

8 Monitoring

The CFO will monitor the implementation of policy and procedures relating to

Finance at ETTA.

9 Evaluation and Review

The Board of Directors with Management Board will evaluate, and review policies and procedures related to Finance.

Learner's Information Management System Policy

ETTA/QMS:07

Reg no:	2020/654216/07
Address:	cor. Gypsum str and Hornblend Avenue, Elarduspark, Pretoria, 0181
Contact details	012 3451181
Website:	www.etta.co.za
e-mail address:	info@etta.co.za

Policy Name	Learner's Information Management System Policy
Policy Number	ETTA /QMS: 07
Responsible person	Administration Manager
Date of Approval	15/09/2021
Policy Review Date	15/09/2022
Next Review Date	15/09/2023
Revision Frequency	Annual
Approved by CEO & Administration Manager	Signature• Signature• .

1 Acronyms

CEO	Chief Executive Officer
OQSF	Occupational Qualifications Sub-Framework Policy
NQF	National Qualifications Framework
QCTO	Quality Council for Trades and Occupations
SAQA	South African Qualifications Authority
LIMS	Learners Information Management System
LMS	Learner Management System

2 Purpose

1. ETTA understands the importance of Learner's Information and managing the information in an appropriate way.

   The purpose of this policy is:

   - To explain how ETTA manages the learner's information in an accountable, effective and efficient manner through the implementation of Learner's Information Management System hereby referred to as "LIMS".
   - To set out consistent, auditable standards for the management of records relating to applicants, enrolled and former learners, learner related scanned documents and updated marks sheet.
   - To ensure their confidentiality, integrity and availability to authorized users for as long as required by ETTA and Quality Council for Trades and Occupation (QCTO).

3 Learner's support

ETTA is using an Information Communication Technology (ICT) based program called "Anatomy". Where students can access their personal profile and can change their personal details like address and contact details.

Provide screen shot of your system and give application and steps

- Each learner will receive student login details to use the facilities available on "Moodle". (Mobile app is available)
- All the data is secured, and password protected.
- Admin rights to access the data will be according to the roles and designations.
- Monthly and Annual reports are printable for the annual performance report and Quality Council for Trades and Occupation.

4 Protection of the Personal Information (PoPI) Act

The Protection of Personal Information Act (POPI) was signed into law on 19 November 2013 and published in the Government Gazette on 26 November 2013.

The POPI Act:

a. recognizes that a person's right to privacy includes protection against unlawful collection, retention, dissemination and use of personal information.
b. introduces measures to protect all personal information that is processed by public and private bodies. (c) prescribes minimum requirements for processing personal information.

The main purpose of POPI is to:

(a) give effect to everyone's right to privacy as enshrined in the Constitution;

(b) facilitate the balance between the right to privacy with other rights, such as the right to access information; and

(c) safeguard important interests such as the free flow of information within the Republic and across international borders.

5 Scope

ETTA is will make sure that all the measures are taken to protect the learner's information saved on "Learner's Information Management System (LIMS)" called "Moodle" and on "Google drive". The responsible person for LIMS is ETTA an IT specialist.

6 Monitoring

The Administration Manager, IT Manager and Student Affairs Manager of ETTA with other supporting staff will monitor the implementation of policy relating to the LIMS.

7 Evaluation and Review

The IT manager of ETTA will evaluate the effectiveness of policy and procedures relating to LIMS.

Risk and Fraud Prevention Policy

ETTA/QMS-09

Reg no:	2020/654216/07
Address:	cor. Gypsum str and Hornblend Avenue, Elarduspark, Pretoria, 0181
Contact details	012 3451181
Website:	www.etta.co.za
e-mail address:	info@etta.co.za

Policy Name	Risk and Fraud Prevention Policy
Policy Number	ETTA /QMS: 09
Responsible person	Administration Manager
Date of Approval	15/09/2021
Policy Review Date	15/09/2022
Next Review Date	15/09/2023
Revision Frequency	Annual
Approved by CEO Administration Manager	 Signature• Signature•

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1 List of Acronyms

CEO	Chief Executive Officer
CFO	Chief Financial Officer
NQF	National Qualifications Framework
OQSF	Occupational Qualifications Sub-Framework Policy
QCTO	Quality Council for Trades and Occupations
QMS	Quality Management System

2 Glossary of Terms

Occupational qualification	A qualification associated with a trade, occupation or profession, resulting from work-based learning and consisting of the knowledge, practical skills and work experience standards as defined in the Skills Development Act (Act No. 97 of 1998).
Quality Management System	An organizational system consists of policies and procedures to run day to day and all other organizational operations smoothly. This system helps to keep the quality of Organizational structure, program delivery up to date.

3 Preamble

ETTA has developed a policy on Risk and Fraud Prevention which is the part of ETTA 's Quality Management System (QMS).

4 Purpose

The purpose of this policy is to outline the approach of ETTA to risk management in all academic, administrative and business activities.

5 Scope

Scope of ETTA Risk and Fraud Prevention Policy will be applicable to the internal as well as the external publics of the ETTA. This policy must refer to the information contained in the other Policies and Procedures.

6 Principles

ETTA Risk and Fraud Prevention Policy is based on the following principles:

1. The Chief Financial Officer is responsible for oversight, maintenance and regular review of the financial risks of ETTA.
2. The Academic Dean is responsible for oversight, maintenance and regular review of the academic risks of ETTA.
3. The Chief Financial Officer will report on financial risk issues to the Management Board, and the Academic Dean will report on academic risk issues to the Board.
4. Admin staff members are accountable for risk management in their respective areas of responsibility and ensuring compliance with risk assessment procedures.
5. Risk management includes communication and reporting on risks that have been identified, as well as risk analysis, evaluation and mitigation options.

7 Risk Management Procedures

Taking the above principles into consideration, the following procedure is put forward for Risk assessment and management:

1. Any identified risk may be reported to the appropriate Committee at any time for inclusion in ETTA Annual Business Report.
2. All staff must always take reasonable care of ETTA property, report all incidents, complaints, losses and near misses involving ETTA ‘s property, and incidents involving visitors and students including, but not limited to, injuries or potential hazards.
3. Each Department of ETTA is responsible for managing related risks and will provide an annual report to the appropriate person on the mitigation strategies and control effectiveness.
4. Risk management awareness is to be incorporated into the functioning of ETTA Academy’s Management Board.

8 Risk Mitigation Strategies

Strategy	Detail
Avoidance	Not proceeding with task, project or activity that is likely to generate the risk
Acceptance	Accept risk and establish appropriate management plan
Reducing Likelihood	Develop processes to reduce likelihood of risk, e.g. preventative maintenance, audits, inspection and testing
Reducing Consequence	Develop processes to reduce consequence of risk. e.g., Contractual arrangements, redesign, security measures, contingency planning.
Transfer	Transfer all or part of risk to second party through insurance, contractual arrangements, organisational structures.
Retention	Accept all residual risk

9 Understanding Fraud

Fraud is defined as "the unlawful and intentional making of a misrepresentation which causes actual or potential prejudice to another" [1]. In other words, fraud can be described as any conduct or behaviour of which a dishonest representation and/ or appropriation forms an element. This includes:

Corruption: ETTA understands corruption in the context that any conduct by a staff member or other person or entity that misuses

1Policy and Procedures for Fraud Prevention by Quality Council for Trades and Occupation (QCTO)

ETTA material or any information, abuse of position of authority or violation of the code of conduct.

Theft: A staff member, third party, or both (Staff and third party) acting together may steel an asset/s or intellectual property in the lawful custody of ETTA.

False Accounting: ETTA takes it as the false audit reports or false income and expenditure reports.

10 Policy Stance

ETTA reiterates its ZERO TOLERANCE position and policy towards all acts of fraud and dishonesty.

11 Causes of Fraud

Actions contributing to fraud are, but not limited to the following

1. Negligence, poor internal controls
2. Poor Staff vetting
3. No early warning systems
4. Lack of supervision
5. Unethical management practices
6. Weak internal controls
7. An economic or psychological need
8. Moral justification/ attitude/culture
9. Lack of disciplinary action

ETTA will make sure that all the above-mentioned causes and the risks of these causes are noted and proper procedures are in place to reduce the risk of fraud activities.

12 Fraud Prevention Plan

Process	Activities	Outcomes	Responsible Official	Due date
Risk and Fraud Prevention Policy	Develop and review of Risk and Fraud prevention plan and procedures	Risk and Fraud Prevention Policy, Procedure and Plan	CEO CFO	Tri annually
Training and awareness	Regular workshops of staff	Employees aware of facets of fraud and different Risk's detection, investigation & resolution	CEO	Annually
Screening and vetting of employees	Conduct pre- & postemployment screening vetting in line with HR policies	Identity fraud risk employees and those misrepresenting personal credentials	Administration Manager Human Resource Manager	"As" and "When"
HR Disciplinary procedures	Disciplinary procedures conducted in line with Disciplinary Policy & Procedures	Approved Disciplinary procedure document is being used	HR Manager	As and When
Reporting	Incidents of risks and Fraud should be reported in the annual report	Incidents and resolutions reported	CEO Administration Manager	Annually
Complain Box	Create an email address on the website to notify any act of complain	Creating Effective and efficient system of notification, investigation and solution	Administration Manager HR Manager	Ongoing daily process

13 Procedure

When a fraud allegation is made the process of determining its validity may involve the following procedure:

1. Upon receiving a fraud allegation CEO will set an investigation panel to find the validity of the allegation.
2. If the fraud is committed by outside ETTA (contractors etc), a responsible person will be instructed to investigate whether there has been a breach of contract for fraud relating to improper conduct.
3. In case of Criminal activity, the relevant law enforcement body or the police investigation unit will be informed.
4. If the act of certain fraud is committed by in-house person, then CEO with the appointed investigation panel will deal accordance with the HR disciplinary Policy.

14 Evaluation and Review

The Administration Manager will evaluate and review policies and procedures related to Risk and Fraud Prevention Policy.

Internal Assessment Policy and Procedures

ETTA /QMS-10

Reg no:	2020/654216/07
Address:	cor. Gypsum str and Hornblend Avenue, Elarduspark, Pretoria, 0181
Contact details	012 3451181
Website:	www.etta.co.za
e-mail address:	info@etta.co.za

Policy Name	Internal Assessment Policy and Procedures
Policy Number	ETTA /QMS: 10
Responsible person	CEO
Date of Approval	15/09/2021
Policy Review Date	15/09/2022
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Approved by	Signature

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1 List of Acronyms

ACRP	Association of Christian Religious Practitioner
AQP	Assessment Quality Partner
EISA	External Integrated Summative Assessment
CEO	Chief Executive Officer
NQF	National Qualifications Framework
OQSF	Occupational Qualifications Sub-Framework Policy
QCTO	Quality Council for Trades and Occupations
QMS	Quality Management System
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SoR	Statement of Result

2 Glossary of Terms

Occupational qualification	A qualification associated with a trade, occupation or profession, resulting from work-based learning and consisting of the knowledge, practical skills and work experience standards as defined in the Skills Development Act (Act No. 97 of 1998).
Quality Management System	An organizational system consists of policies and procedures to run day to day and all other organizational operations smoothly. This system helps to keep the quality of Organizational structure, program delivery up to date.

3 Prologue

ETTA has developed a policy on Internal Assessment which is the part of ETTA Quality Management System (QMS) subjected to the National Qualifications Framework (NQF) Act 67 of 2008, Skills Development Act 97, of 1998, as amended Act 37 of 2008, Occupational Qualifications Sub-framework Policy (OQSF), in the context and criteria [1] of the Assessment Policy developed by the Quality Council for Trades and Occupations (QCTO) in March 2015 and E-Assessment policy November 2016.

4 Definition

Internal Assessment can be defined by South African Qualifications Authority (SAQA) for National Qualifications Framework (NQF) as "any assessment conducted internally by a provider of learning. It is assessment conducted by a person, institution or body directly involved in the development or delivery of the learning being assessed." [2]

[1]1: Criteria and Guidelines on the Accreditation of Skills Development Providers, October 2015.
[2]National Policy and Criteria for Designing and implementing Assessment for NQF Qualifications and Part Qualifications and professional Designations in South Africa (November 2014: Government Gazette No. 38246).

5 Definition

Internal Assessment can be defined by South African Qualifications Authority (SAQA) for National Qualifications Framework (NQF) as "any assessment conducted internally by a provider of learning. It is assessment conducted by a person, institution or body directly involved in the development or delivery of the learning being assessed." [2]

6 Principles

The National Qualifications Framework (NQF) has laid down a set of principles that underpins the assessment policies [1]. ETTA must make sure, that these principles are considered in the development of internal assessment instruments.

[1] Ibid.

	NQF PRINCIPLES	LEARNING AND ASSESSMENT MUST ...
1	Integration	Form part of a system of human resource development which provides for the establishment of a unifying approach to education and training
2	Relevance	Remain responsive to national development needs
3	Credibility	Have international and national value and acceptance
4	Coherence	Work within a consistent framework of principles and certification
5	Flexibility	Allow multiple pathways to the same learning ends
6	Standards	Are Expressed in terms of a nationally agreed framework and internationally agreed outcomes
7	Legitimacy	Allow participation of all national stakeholders in planning and coordination of standards and qualifications
8	Access	Provide simplicity of entry for prospective learners at appropriate levels
9	Articulation	Provide for learners to move between learning components
10	Progression	Ensure that learners may move through the levels of national qualifications via different routes
11	Portability	Ensures that learners may transfer learning credits between institutions and employers
12	Recognition of prior Learning (RPL)	Give credit for learning which has already been acquired
13	Learner guidance	Provide counselling for learners by trained counsellors who meet national standards

Assessment principles which underpin the application of assessment for the education and training of learners:

Principle	Explanation
Appropriateness	The method of assessment must be suited to the performance being assessed
Fairness	The method of assessment must not present any barriers to achievements.
Manageability	The methods used must make for easily arranged, cost effective assessments that do not interfere with learning
Time efficient	Assessments must not interfere with normal daily activities
Integration into learning	Evidence collection must be integrated into the learning process where it is appropriate and feasible.
Validity	The assessment must focus on the requirements laid down in the standard, i.e., the assessment must be fit for purpose
Direct	The activities in the assessment must mirror the conditions of actual performance as closely as possible
Authenticity	The assessor must be satisfied that the work being assessed is attributable to the person being assessed
Enough	The evidence collected must establish that all criteria have been met and that performance to the required standard can be repeated consistently
Systematic	Planning and recording must be sufficiently rigorous to ensure that assessment is fair
Open	Learners must contribute to the planning and accumulation of evidence. Learners must understand the assessment process and the criteria that apply.
Consistent	The same assessor must make the same judgment in similar circumstances

7 Assessment Provisions

- Assessment is the responsibility of the Assessor who has enough knowledge and experience in the fields of assessment to apply the assessment criteria in the standards in the specified fields and/or sub-fields.
- Assessment is the systematic process of collecting and interpreting evidence in order to judge the level of competence of a learner to perform a certain task or tasks in accordance with pre-defined performance standards or criteria specified in the curriculum.
- Assessment will be used to measure the level of competency a learner has achieved in terms of the specified outcomes.
- Assessment methods must be developed by the Provider to meet with the defined quality factors.
- Assessment approaches must make use of a combination of formative, summative and integrated/critical cross-field assessments.
- Formative assessment refers to assessment done during the period of training where Knowledge and Practical Skills Modules are integrated. Summative assessment refers to the assessment done by the provider at the end of each module to produce a Statement of Results (SOR).
- In given cases, particularly in case of distance learning, Formative and Summative assessment may be combined, provided that the assessment tool is devised in such a manner that both are covered.
- Integrated assessment means that the learner's ability to demonstrate applied competence must be assessed throughout the whole assessment process.
- Assessment evidence must be collected using several sources, such as evidence from the workplace, direct observation, and witness testimonies.

8 Pre-assessment

As per the National Qualifications Framework (NQF) Level 5 Curriculum Document, as registered on the National Qualifications Framework (NQF), stipulates the Entry Requirements for NQF Level 5 as "NQF level 4 with English Communication"[4] There is no formal entry requirement for NQF Level 2 Qualification.

9 Formative Assessments

1. Formative assessment is the in-house assessment that is done by the provider according to national standards in order to develop market related practical competencies and to prepare learners for the External Integrated Summative Assessment.
2. Formal and informal formative assessment is conducted during learning process, be it in a classroom situation, tutorial session or by an individual doing distance learning.
3. In given cases, particularly in case of distance learning, Formative and Internal Summative assessment may be combined, provided that the assessment tool is devised in such a manner that both are covered.
4. Formative assessment is aimed at the continuous development and formation of learners' skills during the process of learning.
5. Formative assessment serves to assess this progress and to put measures in place to support the learning and assessment process.
6. Formative assessment must support the development of the learner growth and prepare the learner for internal and external summative assessment.
7. Formative assessment must be designed to support the teaching and learning process.
8. It serves to diagnose the learner's strengths and weaknesses.
9. It provides feedback to the learner on his progress.
10. It helps to make decisions on the readiness of the learner to do a summative assessment.
11. It assists learners to plan future learning and career development.
12. No Credits or certificates are awarded for Formative assessment.

10 Internal Summative Assessments

Internal summative assessment is the final evaluation of a learner's occupational competence which is conducted at the end of each learning module in order to avail him/her of a SOR for each module.

1) Summative assessment take place in the classroom situation, tutorial session or by an individual doing distance learning.
2) In given cases, particularly in case of distance learning, Formative and Summative assessment may be combined, provided that the assessment tool is devised in such a manner that both are covered.
3) Internal summative assessment is conducted by an internal assessor, who may also be the facilitator [teacher with the necessary competencies.

4) In case such a person is not available, an assessor from outside may be used, if he/she has with necessary competencies.
5) Summative assessment takes place at the end of every module at an agreed time in terms of the programme and curriculum design strategy.
6) It is carried out in accordance with the Assessment Plan and Assessment Guide.
7) It will be used to formally establish learners' competence and achievement, resulting in a SOR.
8) Results are recorded in terms of "competent" or "not yet competent."
9) A SOR is registered for each Knowledge Module. Practical Skills Module and Workplace Module completed.
10) Providers must record all learners' SORs on the AQP database as soon as assessment has been completed.
11) Assessment of critical cross-field outcomes.
12) Critical cross-field outcomes mean that outcomes apply across many fields of learning, which include aspects such as "ability to problem-solve" or "understanding the world as a set of interrelated systems".

- Formative and summative assessment tools must be devised in such a way that it can assess the learners' the ability to transfer knowledge and skills to different areas of practice.
- Critical cross-field outcomes assessment must form part of each learning programme within the context of that programme or standard.

The following are standard critical cross-fields outcomes that must form part of each learning programme:

i. Identify and solve problems in which responses demonstrate that responsible decisions using critical and creative thinking have been made.
ii. Work effectively with others as a member of a team, group, organisation, community.
iii. Organise and manage oneself and one's activities responsibly and effectively.
iv. Collect, analyse, organise and critically evaluate information.
v. Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
vi. Use science and technology effectively and critically, showing responsibility towards the environment and health of others.

vii. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

11 Workplace Assessment

Assessment in the workplace is done to establish the level of practical competency of the learner in specified ministerial functions and situations.

Here is the procedure to follow:

1. The learner must perform prescribed functions related to the different Learning Modules in real life or simulated situations.
    - The Provider must give the learner a full briefing on what is expected of him/her.
    - The learner must prepare him/herself for the function in terms of the relevant Knowledge and Practical Skills Modules.
    - The learner must be assessed on his performance and in an interview with the assessor.
2. The Provider must provide the assessor/mentor with the required competencies and relevant documentation.
    - The Provider must explain the procedures and what is expected of her/him in the process of assessment.
    - The Provider must discuss and explain every aspect of the check sheet with the assessor to make sure she/he knows what is expected and how to fill out the check sheet.
3. The assessor must carefully observe the performance of the learner and evaluate it in terms of the requirements of the check sheet.
    - The assessor must give an honest and fair judgement of the learner's performance.
    - The assessor must fill out the check sheet in full and sign where indicated.
    - The assessor must interview the Learner on aspects of preparation for and/or of the performance itself as indicated on the check sheet.
    - The assessor must make sure that the learner, and if need be, witnesses, sign the check sheet.
4. The assessor must return the check sheets in a sealed envelope to the Provider within the agreed time after the assessment. In case the Check sheets must be mailed, it should be done by registered post.

12 External Assessment

12.1 External Integrated Summative Assessment (EISA)

IESA is the final national assessment after the full course has been successfully completed and learners received full competency credits for all modules. After the successful completion of the EISA learners qualify for the National Certificate for Religious Practitioners.

- EISA assessments are the responsibility of the ACRP-AQP at assessment sites which are arranged by AQP.
- EISA-sessions are scheduled twice a year and AQP publishes EISA dates in February of every year.
- Providers must supply AQP with full details of learners who qualify for EISA and who wish to sit for the evaluation not later than three (3) months before the published date.
- AQP arranges assessment sites in locations that are convenient for a minimum of eight (8) learners and where the necessary facilities are available.
- EISA is conducted where learners from different providers can sit for the assessment.
- This assessment is in the form of a written paper which must be answered in English.
- An AQP will appoint invigilators to officiate at the EISA and equip them with the necessary information and means to conduct the assessment.
- In cases where learners are not competent readers. (e.g., in case of NQF 2 learners, arrangements will be made to assist such learners with reading or writing aids.
- Competent assessors will be appointed at accredited Assessment centres where papers will be assessed and moderated.

13 The Assessment and Moderation Processes

After the process of assessing learners has been completed, their performance on the level of formative and internal summative assessment as well as their EISA performance must be assessed by qualified assessors. The function of the moderator on both levels of assessment is to verify the assessments.

14 The role of the Assessor

1) Assessors must be well informed about their functions and the manner to conduct assessments. For this purpose, AQP will supply guidelines for EISA sites and centres.
2) Providers are responsible to make sure assessors are informed on the aspects of this for Providers that are relevant to assessors.
3) Assessors must be acquainted with the content and required outcomes of the work that they assess.
4) The assessor must evaluate the quality of the learners' performance, knowledge and understanding against the national standards.
5) Based on the evidence (be it tests, portfolios, field reports etc.) the assessor must decide whether the learner has demonstrated evidence of having reached the required level of competence.
6) The assessor must provide feedback to the learner where necessary; feedback may be in the form of a memo or a meeting.
7) The assessor must forward all assessed evidence to the provider with a recommendation of the status of the learner for the module in terms of "competent" or "not yet competent."
8) If the institution does not have qualified assessors or in cases of decentralized learning centres, local pastors with formal theological training can be contracted to act as assessors.
9) Assessors responsible for assessing EISA results at assessment centres must have a higher level of knowledge and experience of the learning material than those at provider level.

15 The role of the Moderator

Moderation is the process of ensuring that the assessment process is conducted according to quality standards.

- Moderation of assessments is to be done by competent moderators who have a proper understanding of the requirements and procedures of the assessment procedures as well as the contents of the material that is moderated.
- Moderation may be done by any assessor who was not responsible for assessment of the work and has the required competencies.
- Moderation is done both on the internal level of the provider and on the external level at assessment centres. External moderation practice must comply with QCTO requirements.

15.1 The moderator has functions on two levels:

The moderator must verify that the assessment process has been conducted according to quality standards:

- To warrant that assessment process was conducted in a fair, valid, reliable and practical manner.
- To warrant that assessors fulfilled their duties according to prescribed procedures.
- To give feedback to the assessor in case about his/her performance and to advise of ways to improve the process and his/her functions.

The moderator must moderate at least 10% of the assessment documents of the learning group that was assessed by the assessor:

- All documents (Be it tests, portfolios, field reports etc.) that were assessed by the assessor must be handed to the moderator.
- The moderator must randomly select at least 10% of learners' assessment documents for moderation.
- The moderator must make sure that assessments done by assessors are complying with the standard of the curriculum; that assessor's' judgement is consistent across the spectrum; that it is fair and reliable.
- The moderator must verify the results awarded by the assessor.
- In cases where the moderator disagrees with the assessor's judgement or procedures, reasons for disagreement must be specified and documented.
- The moderator must sign a document of verification and, in the case of internal/provider level assessment, hand it, along with all assessment documents to the provider to serve as SOR.
- In the case of external (EISA) level assessment, these documents must be forwarded to AQP.
- Receive appeals from learners who are dissatisfied with the assessment procedures or the assessment or moderation results.
- Appeals must be forwarded to the Provider or AQP, as the case may be, to be handled according to procedures described in this Policy.
- In relevant cases the moderator must make recommendations to the assessor and provider for the re-assessment of learners.

- The moderator must report to the Provider or AQP on the level of competence of assessors and, where applicable, make recommendations for their re-training or removal as assessors.

16 The role of Learners

1) Learners are responsible to see to it that all evaluation instruments (portfolios, workplace assessment sheets etc.) are handed to the assessors on the agreed time.
2) Learners qualify for assessment when they have met all the learning programme requirements for a module and for EISA when all modules were completed.
3) Learners must adhere to assessment dates and times.
4) Learners must make sure that they understand the purpose of the assessment, the assessment process, the outcomes to be assessed, the criteria against which assessment will take place, the assessment method, the evidence requirements.
5) Learners have the right to discuss any uncertainties that they may have with regard to assessment with the relevant facilitator/teacher or assessor.
6) Learners must prepare themselves properly for assessments.
7) The learner must demonstrate competence within the agreed deadlines and according to the set criteria.
8) Learner must be given feedback by the assessor after the assessment on their performance, particularly on ways to improve their performance.
9) Learners on a "not yet competent€' rating must be given the opportunity to be re-assessed.
    - Re-assessment is part of the formative assessment process.
    - Learners will be given 1 opportunity to be reassessed at the date not later than 1 month in the case of internal assessment after first assessment or at the next EISA session. Thereafter training and assessment costs will be for the learner account and must be arranged by the learner with the provider or AQP respectively.
    - Re-assessment dates and must be arranged with learners concerned.
    - The assessor will authorise a re-assessment in agreement with the learner.

- The learner may be re-assessed by the same or different assessor.
- Learners have the right of appeal about assessment procedures and assessment results.

17 Learner Support in Assessment

1) Learner must be given all relevant information in terms of contents, procedures and requirements for assessment throughout the learning programme.
2) Learner support should focus on skills development towards performance competency.
3) Facilitator [teacher or assessor should be readily be available to learners who wish to discuss any uncertainties that they may have about assessment.
4) In every module the learners must be informed of the way in which they will be assessed in the EISA. The facilitator should have the copy of the EISA sample paper available in order to give relevant guidance to learners.
5) Facilitator [teacher or assessor must brief learners on assessment procedures immediately before any assessment is done, on how assessment instruments should be handled.
6) Learners, who are not competent in reading or writing (on NQF 2 level) or have other disabilities, must be provided with the necessary assistance as needed.
7) Learners will have access to learner records, training materials, information regarding learning opportunities relevant to the learning programme.

18 Assessment Recording

- Evidence of competence must be gathered according to the assessment strategy in the programme strategy and curriculum guide.
- The assessment instruments that will be used in a particular module must be outlined in the learning programme.
- Direct evidence of competence could include tests, projects, video, audio, portfolios of evidence etc.
- Indirect evidence could be in the form of verification of completed work, witness testimonies, performance appraisals and training records.
- In exceptional cases historical evidence such as documented evidence of the past and current achievements, audio-visual records of prior performance may be accepted as assessment evidence.
- Evidence gathering is the primarily the responsibility of the learner.
- After assessment and moderation all assessment evidence (documentation) and results must be handed to the provider, or to AQP in the case of EISA.

- Assessment documents must be stored for a period of 5 years.
- Assessment results must be stored both in hard copy and electronically.
- Internal assessment results must be uploaded by the provider on to the ACRP data basis after the completion of each module.
- External assessment results must be forwarded by AQP to QCTO and the learners be recommended for certification.

19 Appeals procedure

In case a learner has complaints about the assessment procedure or disagrees with the assessment results, the following steps should be followed.

1. Training-related complaints may be addressed directly to the facilitator or to the training manager. Try to resolve the matter immediately, to the satisfaction of all parties.
2. If the facilitator is unable to resolve the issue, the matter may be referred to the training manager.
3. If the facilitator and the training manager are not able to resolve the complaint, a senior manager may be called on to intervene.
4. If no suitable solution is found, the complaint may be referred to the company directors for action.
5. All remedial action should be recorded, and the student is required to sign a document stating that he or she is satisfied with the outcome.

Stage l:

In case the learner disagrees with the assessment given:

- She/he must make an appointment with the assessor concerned immediately after the assessment results are available.
- She/he must explain the reasons for her/his disagreement to the assessor.
- The assessor must consider the learner's explanation and provide a response by:
    - Giving a clear explanation of the assessment decision.
- A re-evaluation of the evidence and make an amendment to the assessment when it is justified.
- Amend the learner's assessment record, if appropriate;
    - This interview should take place as quickly as possible and within 3 working days.
- If the learner agrees with the outcome at this stage, then the appeal will not proceed further.

- In case the learner is not happy with the outcome then the appeal will proceed to Stage 2.

Stage 2:

- The learner must submit in writing arguments for disagreeing with the outcome of stage 1 and evidence to support disagreement with the assessment to the assessor.
- The assessor must forward to the Moderator the original assessment record and a copy of the complaint, and the Learner Appeal Form, with Section 1 completed along with the assessor's rationale for the decision within 3 working days of Stage 1.
- The Moderator must reconsider the assessment decision, considering the learner's evidence and associated records, the assessor's rationale for the decision.
- The Moderator must complete Section 2 of the Learner Appeal Form and provide the learner with the reconsidered decision within 5 working days of receiving the appeal.
- In case the learner remains unhappy with the reconsidered assessment decision, the appeal must proceed to Stage 3.

Stage 3:

- In case the learner is unhappy with the moderator's assessment decision, he/she must inform the moderator to that effect in writing within 3 working days after receiving the decision.
- The moderator must immediately inform the provider about the situation and forward all documentation, including the original assessment record, to the provider.
- The provider then forwards all relevant documentation to the Assessment Quality Partner (AQP).
- The AQP will then, within 10 working days, convene a panel comprising: the AQP, the Stage 2 Moderator and another assessor from the relevant discipline.
- The panel will evaluate the complaint as well as the manner it was handled and conclude and complete Section 3 of the Learner Appeal Form.
- AQP will inform the learner via the provider of its decision within 5 working days.
- The decision of the panel is final.

Note: All records of all appeals should be filed for safekeeping electronically.

20 Recognition of Prior Learning

Since individuals learn and develop not only in the classroom, ETTA acknowledges RPL as an integral part of academic and vocational education and training. All learning has value regardless of where it was acquired. The relevant factor is that the institution acknowledges this learning as having relevant value so that the learner does not spend time and money on re-learning. In line with the new education and training initiatives of SAQA, the institution seeks to include RPL as part of its management, administrative and curriculum structures where applicable. All the details regarding RPL procedures are available in RPL policy (ETTA/QMS:IO).

20.1 External Integrated Summative Assessment (EISA) and Certification

IESA is the final national assessment after the full course has been successfully completed and learners received full competency credits for all modules. After the successful completion of the EISA learners will qualify for the Certificate for Occupational Qualification issued by QCTO.

20.2 Monitoring

The Academic Dean will monitor the implementation of policy and procedures relating to Internal Assessment at ETTA.

20.3 Evaluation and Review

The Academic committee will evaluate, and review policies and procedures related to Internal Assessment.

Recognition of Prior learning (RPL)

ETTA /QMS-11

Reg no:	2020/654216/07
Address:	cor. Gypsum str and Hornblend Avenue, Elarduspark, Pretoria, 0181
Contact details	012 3451181
Website:	www.etta.co.za
e-mail address:	info@etta.co.za

Policy Name	Recognition of Prior Learning policy and Procedures
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Responsible person	Academic Dean
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1 List of Acronyms

CEO	Chief Executive Officer
NQF	National Qualifications Framework
OQSF	Occupational Qualifications Sub-Framework Policy
QCTO	Quality Council for Trades and Occupations
QMS	Quality Management System
RPL	Recognition of Prior Learning

2 Glossary of Terms

Occupational qualification	A qualification associated with a trade, occupation or profession, resulting from work-based learning and consisting of the knowledge, practical skills and work experience standards as defined in the Skills Development Act (Act No. 97 of 1998).
Quality Management System	An organizational system consists of policies and procedures to run day to day and all other organizational operations smoothly. This system helps to keep the quality of Organizational structure, program delivery up to date.

3 Prologue

ETTA has developed a policy on Recognition of Prior Learning (RPL) subjected to the National Qualifications Framework (NQF) Act 67 of 2008, in the context and criteria of the policy on Recognition of Prior Learning (RPL) developed by the South African Qualifications Authority (SAQA) in March 2013 and Quality Council for Trades and Occupation (QCTO) in June 2014.

4 Definition

Quality Council for Trades and Occupation (QCTO) has interpreted the policy on Recognition of Prior Learning (RPL) by South African Qualification Authority (SAQA) and defines the RPL (within the Occupational Qualifications Sub Framework OQSF) is a process by which candidates who have gained skills and knowledge through informal, non-formal or experiential learning, can be assessed, recognised and awarded credits for such learning if it meets the requirements of an NQF registered occupational qualification or part qualification .

(QCTO RPL Guidelines and Policy 2014: RPL-001/14).

5 Purpose

This policy is to show ETTA commitment towards Recognition of Prior Learning (RPL) by creating an opportunity where informal and nonformal prior learning can be formally recognised productively. The purpose of the policy is outlined as:

- To recognize informal or non-formal learning.
- To avoid duplication of learning already covered.
- To provide satisfaction to a learner through support and services.
- To provide quality assurance framework for the RPL process.

ETTA's RPL policy promotes lifelong learning based on the principles of equity and inclusivity as stated by Department of Higher Education (D HET) in "White Paper for Post-School Education and Training" (November 2013).

6 Responsibility

The responsibility for Recognition of Prior Learning is with the Academic Dean.

7 RPL Principles

The following are the general principles set for the assessment of RPL by the ETTA's Academic Dean as aligned with the QCTO Policy 2014: RPL001/14: 8.

1) Be fair, reliable, valid, ethical and transparent.
2) Use QCTO approved methodologies and steps for RPL.

3) Avoid unfair exclusion.
4) Empower potential learners by correctly placing them in formal qualifications on the Occupational Qualifications Sub Framework.
5) Recognise the diversity of knowledge, skills and learning styles and provide holistic and flexible assessment.
6) Provide educational opportunities for life-long learning.
7) Meet the quality standards of a particular qualification or part qualification.
8) Promote awareness and encourage the candidates that there is no RPL without learning.

ETTA will ensure that administrative and support systems (including application, assessment, and reporting and management system) for the RPL process are in place and efficiently applied with the proper knowledge of the whole process of RPL (QCTO Policy 2014: RPL-001/14).

ETTA will make provision for regular quality review of RPL policy and practices (QCTO Policy 2014: RPL-001/14).

8 Quality Assurance

ETTA will make use of standard Recognition of Prior Learning (RPL) documents developed by Assessment Quality Partner (AQP) for the sake of consistency and validity assessment.

1. RPL Application Form
2. RPL Policy and Procedures
3. RPL Assessment Schedule

1) Ensure that ETTA has the necessary staff to deliver quality RPL services and programmes.
2) Ensure effective financial planning for RPL administrative and logistical systems.
3) Continuous professional development of RPL practitioners.
4) Provide advice, counseling and support services to assist RPL candidates prior to, during and after the RPL process.
5) Establish an appeals process for RPL candidates to engage with and challenge the RPL related decision.

6) Develop an information management system that meets the requirements of the relevant quality assurance council.
7) Strictly maintain confidentiality measurements on recorded data relating to RPL achievements.

9 Documents Required for RPL

In order to RPL for an access to admission or exemption, a candidate is required to submit the following documents:

1) A completed RPL application form
2) ID document copy (Certified)
3) Portfolio of evidence:
    - All the informal or non-formal theological training certificates from nonregistered institutes
    - A certified letter of experience/verification from the Church organizations, if full time in the ministry or part time.
    - All the written exams, assessments, assignments and transcripts to demonstrate current knowledge.
    - Any video evidence of practice or practical demonstration
    - Detailed Curriculum Vitae aligned with the required documents for RPL

4) Proof of payment (required RPL fee on each application per candidate)
5) Academy retains the right to ask more evidence (in written or verbal form) where considered necessary.
6) Proof of payment R 800 Application fee (for RPL access to the qualification). In case of RPL to transfer the credits R 53 per credit will apply (only for non-formal courses/training)

10 RPL Policy Provisions

1. An application for recognition of prior informal and non-formal learning is valid for one year only. If an applicant applies for RPL in order to get admission or formal recognition of credits for a specific programme but does not register for a programme offered by Academy in the same year, then that applicant must re-apply and the same rules and regulations will apply as new application.

2. In the case of RPL for admission:
    - ETTA may waive statutory or formal admission requirements based on RPL.
    - An applicant is required to pay R 800 (must be paid with the application) to recover the costs of assessing RPL application.
3. Where necessary the applicant will be required to complete an assessment for Recognition of Prior Learning. The result of this assessment will also be used in the Recognition of Prior Learning process for exemption or admission. This is especially suitable for people who have experience with many subjects and ministry knowledge but have no formal qualifications.
4. Where necessary, the applicant will be required to complete supplementary work to the satisfaction of ETTA's prior to admission.

11 RPL Implementation Process

The implementation of this policy is the responsibility of ETTA 's Academic Dean. Once an applicant applies for RPL, the application goes through the following process.

1. The Registrar will ensure that the submitted application is complete and according to the Academy requirements for RPL.
2. After the Registrar records the RPL application, it will be submitted to the relevant Academic Team for further process.
3. The candidate will be advised, counselled and assisted by the Academy's designated Academic team for further assessment on the application, where necessary.
4. Academy designated RPL Assessment Team will conduct an assessment and evaluate the evidence provided by the applicant, it includes:
    - A written assessment required by the Academy's RPL Assessment team if the portfolio of evidence given by the applicant is not satisfactory for RPL.
        - Supplementary work in a prescribed period, to the satisfaction of ETTA's RPL Assessment team and Academic Committee, prior to admission on the basis of prior learning.
5. After fair assessment, ETTA 's RPL Assessment team or designated person will create a draft of feedback on successful RPL application and submit to the Academic Committee for approval. The Academic Committee will make sure that all the requirements are met for RPL process.

6. Once the draft of feedback on successful RPL application is approved, the applicant will be granted Access for admission into a formal programme offered by ETTA .

12 Recording of final RPL Result

The result of the RPL assessment will be recorded in the ETTA ‘s database (in case of admission) and will be updated to the online student transcript on "Anatomy" but it will not appear on the final award.

13 Appeal Process

In case of unsuccessful applications, a student may appeal for re-assessment of the RPL result but within 10 working days from the day a student receives feedback from ETTA ‘s Student Affairs Manager. All the requirements for the appeal process are the same as a new RPL application, including the required fee R 800.00

14 Assessment

Assessment on the basis of the education outcomes is critical to learning and teaching because it is the primary mechanism for evaluating the progress of students. ETTA has developed a separate policy on Internal Assessment on this basis (ETTA /QMS-09).

15 Fee for RPL

RPL to Access the qualification	R 800
RPL for Credits Transfer	R 55 per credit (Only for Non formal or Informal training)

RPL application fee will increase each year by 7%.

16 Student's rights

Once an applicant is accepted in a registered programme through the RPL process, the applicant will be treated like all other students with the same rights, information, reporting and support.

17 Training

ETTA will provide training through a professional body for the assessment of prior learning process.

18 Monitoring

The Academic Dean will monitor the implementation of policy and procedures relating to Recognition of Prior Learning at ETTA.

19 Evaluation and Review

The Academic Dean will evaluate, and review policies and procedures related to Recognition of Prior Learning.

Staff Code of Conduct

ETTA/QMS: 14

Reg no:	2020/654216/07
Address:	cor. Gypsum str and Hornblend Avenue, Elarduspark, Pretoria, 0181
Contact details	012 3451181
Website:	www.etta.co.za
e-mail address:	info@etta.co.za

Policy Name	Staff Code of Conduct Policy
Policy Number	ETTA /QMS: 14
Responsible person	Administration Manager
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Policy Review Date	15/09/2022
Next Review Date	15/09/2023
Revision Frequency	Annual
Approved by CEO Administration Manager	Signature• Signature•

1 Staff Code of Conduct

All employees of ETTA are expected to:

1. Report to work in accordance with the laid down hours of work.
2. Attend all staff meetings that are convened from time to time and all organisational structural meetings that are constitutionally obligatory.
3. Maintain a high level of discipline and efficiency and promote the good image of ETTA at all times.
4. Be fully conversant with all the policies, procedures, and other materials of

   ETTA
5. Be punctual and honour all appointments and commitments.
6. Play an active role in promoting the aims and objectives of the ETTA.
7. Conduct research into any matters with a view to serving the objective outlined herein, and to make known the results of such research through publication or the conducting of educational workshops and the like.
8. Any other group objectives, which are consistent with the carrying out of the aims and objectives as aforesaid.
9. Promote a culture of learning, service, and continuous improvement
10. Develop Student-focused attitudes and behaviour among all employees
11. Reduce errors and enhance quality.
12. Inspire more effective teamwork.
13. Promote involvement.
14. Increase employee learning and motivation.
15. Create a problem-solving capability.
16. Build an attitude of problem prevention.
17. Promote personal and leadership development.
18. Develop a no-compromise attitude towards quality of service.
19. Act with integrity and honesty.

Staff Performance Policy and Procedures

ETTA/QMS-16

Reg no:	2020/654216/07
Address:	cor. Gypsum str and Hornblend Avenue, Elarduspark, Pretoria, 0181
Contact details	012 3451181
Website:	www.etta.co.za
e-mail address:	info@etta.co.za

Policy Name	Staff Performance Policy and Procedures
Policy Number	ETTA /QMS: 16
Responsible person	HR Manager
Date of Approval	15/09/2021
Policy Review Date	15/09/2022
Next Review Date	15/09/2023
Revision Frequency	Annual
Approved by CEO HR Manager	 Signature• Signature•

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1 Preamble

ETTA has developed a policy and procedure for staff performance which is the part of the Academy s Quality Management System (QMS).

2 Purpose

This document provides guidelines for evaluating the performance of ETTA's staff. The Training Academy recognises the value of its employees and understands that the quality of its services depends upon the employees. It ETTA's policy to maintain a regular and meaningful staff employee performance appraisal system.

The primary goal of the appraisal is to encourage on-going, objective communication between the employee and management and on the employee's duties and performance; the secondary objective is then the continued improvement of every employee's job performance.

3 Performance appraisals

It is to provide a means of informing employees of the quality of their work and identifying areas of performance that may need improvement. Performance appraisals are to be used as a positive, constructive tool to measure an employee's performance. Performance appraisals help supervisors make the most effective use of their personnel resources and provide valuable feedback to employees concerning their job performance and the expectations of their supervisors.

The objectives of the appraisal process are:

1. To provide clearly defined performance standards based upon the employee's current job description to ensure that employees know what is expected of them;
2. To encourage employees to have face-to-face discussions and provide employees feedback about their job performance;
3. To express appreciation for outstanding contributions and performance; conversely, to discuss performance areas where improvement is possible or needed and to outline plans for improving performance;
4. To translate quality policies into quality actions.

4 Staff evaluating procedures

During staff evaluating procedures the following must apply:

1. ETTA's Administration Manager is responsible for formally evaluating the performance of the employee using the Staff Performance Appraisal Form,
2. The appraisal interview shall be scheduled in advance and with only the CEO,
3. Administrator and one Board member and the employee in attendance;
4. The Administrator will conduct an interview with the employee to discuss his/her performance appraisal;
5. The performance appraisal form must be completed and signed by the Administration Manager in accordance with procedures established by Human Resources;
6. After the performance appraisal interview has been conducted, the employee shall sign the appraisal form acknowledging that he or she: had the opportunity to comment and discuss the appraisal;
7. The employee shall be provided with a copy of the appraisal;
8. The employee has the option of filing a written rebuttal to the appraisal within five working days of receiving it and can discuss the appraisal with the reviewing official. The rebuttal should be directed to Operations management. As a rule, the rebuttal should include an

itemised list of the employee's objections to the appraisal, which he/she believes warrants further consideration;

9. Management has five working days to review and respond to the employee's objections to his/her performance appraisal. Management must contact the Administration Manager for clarification. The response shall be in writing and directed to the employee.
10. If a meeting has been requested, management will schedule and meet with the employee within the five working days. Management will determine whether to amend the performance appraisal or uphold the original appraisal.
11. 1f the employee refuses to sign the appraisal, the supervisor conducting the evaluation shall so indicate by noting, "Employee refused to sign" and by initialling the refusal date.
12. Completed appraisals shall be forwarded to Human Resources for filing in the employee's official personnel file.
13. The employee's written rebuttal, management's written response and amended performance appraisal, if applicable, shall be included in the employee's personnel file.

5 Monitoring

The Human Resource Manager will monitor the implementation of policy and procedures relating to Staff Performance at ETTA.

6 Evaluation and Review

The Academy's Management Board will evaluate, and review policies and procedures related to Staff Performance.

Learner's Code of Conduct

ETTA/QMS:20

Reg no:	2020/654216/07
Address:	cor. Gypsum str and Hornblend Avenue, Elarduspark, Pretoria, 0181
Contact details	012 3451181
Website:	www.etta.co.za
e-mail address:	info@etta.co.za

Policy Name	Learner's Code of Conduct
Policy Number	ETTA/QMS: 20
Responsible person	Student Affairs Manager
Date of Approval	19/11/2024
Policy Review Date	15/09/2025
Next Review Date	15/09/2026
Revision Frequency	Annual
Approved by CEO Student Affairs Manager	 Signature• Signature•

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1 Learner's Code of Conduct

ETTA acknowledges the responsibility to make sure that learners are well informed about the code of conduct and their rights and responsibilities as well as procedures in case of misconduct.

2 The purpose of the Code of Conduct is to

1. Promote positive relationships and an atmosphere of mutual trust and respect among learners as well as between learners and members of staff.
2. Ensure that negative behaviour does not prejudice the achievement of the aims of training.
3. Inform learners about unacceptable behaviour and promote correct conduct.
4. Ensure fair and consistent learner discipline.
5. Provide a safe environment.
6. Establish structures and guidelines for disciplining and the remediation of learners whose conduct is considered unacceptable.
7. Avoid conflict in the institution.

3 Learner's code of conduct includes the following

1. All learners must always uphold and promote the values and ethos of the institution.
2. Act appropriately towards all members of staff or fellow students, and refrain from spreading rumours or defaming another person.
3. About academic activities act with integrity, and refrain from any fraudulent act like forging answers or present another person's work as his/her own.

4. Comply with responsibilities, like attending learning sessions, keeping to deadlines etc.
5. Observe all rules and procedures of the institution.
6. Treat property belonging to the institution and others with respect, and refrain from stealing, damaging, or abusing anything.
7. Be sober and not introduce any alcohol onto the premises or consume any alcohol on the premises without consent.
8. Abstain from using or being found in possession of any drug without a medical prescription.
9. Bring no firearm, dangerous weapon, or explosive onto the premises.
10. Not engage in any criminal offence.
11. Uphold the name of the institution by proper conduct outside of the area of jurisdiction of the institution.

12. Students are required to attend a minimum of 75% of all classes as well as 75% of each module.

13. The only acceptable reasons for not attending class are due to illness as well as the loss of a family member. A Doctor's note or a letter indicating the above-mentioned must be submitted to your facilitator who in turn will submit it to the Excel head office as evidence. The student will not be penalized for missing the class due to the above reasons and the supporting evidence.

14. Candidates are expected to sign the attendance register throughout the training.

15. Candidates are expected to attend the training until the end of the course, if for any reason the candidate cannot attend; she/he will have to catch up at his/her own time.

16. During the programme you are required to participate in classroom-style learning. Thereafter you will be required to complete the summative assessment and hand it in on the given date.

4 Procedure for dealing with misconduct includes the following

1. A charge of misconduct can be brought by any fellow learner or staff member.
2. The charge must be laid in writing, stipulating the nature of the charge, the place and time of the alleged misconduct and be signed.
3. Charges must be handed to the facilitator or permanent staff member.
4. All charges and hearings must be handled confidentially.

5. The accused will then be informed of a charge against him/her.
6. The responsible staff member will interview the accused and do so in the presence of the person who laid the charge.
7. Should the accused refuse to attend the hearing, proceedings will continue in his/her absence?
8. Every effort should be made to settle the case and if need be, a verbal warning be issued, or remedial measures should be taken.
9. In case of a serious charge or repeated misconduct, a formal hearing must be arranged. More than one staff member must attend, and witnesses may be called.
10. The hearing must be fair, and the accused granted the opportunity to defend his/her case.
11. A decision based on the hearing must be taken. This may include a verbal warning; a written warning or remedial measures. Withholding of assessment outcomes or suspension from learning sessions for a given period may be considered.
12. In serious cases, expulsion may be considered, particularly after repeated written warnings have been issued.
13. In the case of a criminal offence, the institution has the responsibility to report the offence to the police.
14. Whatever the outcome of the hearing may be, it must be communicated to the accused in writing.
15. The findings of a hearing must be reported to the Quality Council for Trades and Occupation and the relevant Employer.
16. Proper written records of the proceedings and outcome must be kept.
17. The accused has the right to appeal.

Disability Policy

ETTA/QMS:22

Reg no:	2020/654216/07
Address:	cor. Gypsum str and Hornblend Avenue, Elarduspark, Pretoria, 0181
Contact details	012 3451181
Website:	www.etta.co.za
e-mail address:	info@etta.co.za

Policy Name	Disability Policy
Policy Number	ETTA/QMS: 22
Responsible person	Human Resource Officer
Date of Approval	15/09/2021
Policy Review Date	15/09/2022
Next Review Date	15/09/2023
Revision Frequency	Annual
Approved by CEO HR Manager	Signature: Signature:

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1 List of Acronyms

QMS	Quality Management System
QCTO	Quality Council for Trades and Occupation
AQP	Assessment Quality Partner

2 Glossary of Terms

Quality Management System	An organizational system consists of policies and procedures to run day to day and all other organizational operations smoothly. This system helps to keep the quality of Organizational structure, program delivery up to date.

3 Prologue

This policy forms part of the set of ETTA Quality Management System (QMS). ETTA practices a policy of equal opportunities for all staff, students and stakeholders. The purpose of this code is to provide a clear statement of this policy in relation to people with disabilities. ETTA is committed to equality of opportunity in all its employees and other practices in relation to persons with disabilities.

4 Definition

According to the Employment Equity Act 55 of 1998, in South Africa, people with disabilities are people who have a long-term or recurring physical, including sensory or mental impairment which substantially limits their prospect of entry into or advancement in employment and education.

5 Responsibility

The provisions of the law will supersede the contents of this document. It is the responsibility of ETTA all staff members, students and other stakeholders to carefully study and understand this document and ignorance of the document will not be considered a legitimate reason in any dispute, disagreement or discussion pertaining to adherence.

6 Purpose

Through its policies, ETTA will aim to ensure that persons with disabilities are placed in jobs that are matched to their skills and abilities and are not disadvantaged by their disabilities. We will endeavour to meet the requirements to which some disabilities give rise to maximize access to employment for persons with disabilities and enable employees with disabilities to make the fullest possible contribution in their place of work.

About students, ETTA acknowledges that people with disabilities have the same right to reach their academic potential as people who do not have a disability. Therefore, reasonable provisions are made to assist and accommodate students with disabilities in the teaching and learning environment.

1. Recorded audio workshops will be available upon request where necessary.
2. Additional time will be provided to complete assignments and formative assessments.
3. In the case of Integrated External Summative Assessments (IESA), ETTA will inform the QCTO and Quality Assessment Partner to make the necessary arrangements accordingly.
4. Access will be provided for students with physical disabilities as far as facilities on the campus can accommodate this.

It is the right and responsibility of a prospective disabled student to declare his or her disability when he or she applies for admission, and to familiarise him or herself with the policies and procedures regarding disabilities in order to negotiate support from the Academy. The Student Affairs Manager and Academic Dean will determine the special provision for assessment that the Academy can accommodate.

7 Workplace

People with disabilities must be recognised and treated as having equal status with all other persons. This requires that there be equality of opportunity to participate in the workforce. It

requires having resources available to them to exercise that right in practice. Disabled persons must be facilitated in such a way that they can participate on equal terms.

8 Implementation

All the staff has a role in ensuring that the provisions of the Code are adhered to. It is the responsibility of all employees to make themselves familiar with this policy and related procedures and to treat their disabled colleagues with the same dignity and respect that should be properly accorded to other colleagues at all levels in the organisation.

9 Evaluation and Review

The Human Resource Manager and Administration Manager will be responsible for the evaluation and reviewing this policy under the advisement of the ETTA Board on annual basis to ensure that it meets legal requirements and reflects best practice.

Learner's Induction Policy

ETTA/QMS:23

Reg no:	2020/654216/07
Address:	cor. Gypsum str and Hornblend Avenue, Elarduspark, Pretoria, 0181
Contact details	012 3451181
Website:	www.etta.co.za
e-mail address:	info@etta.co.za

Policy Name	Learner's Induction Policy
Policy Number	ETTA/QMS: 23
Responsible person	Student Affairs Manager
Date of Approval	15/09/2021
Policy Review Date	15/09/2022
Next Review Date	15/09/2023
Revision Frequency	Annual
Approved by CEO Student Affairs Manager	Signature: Signature:

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1 Purpose:

ETTA understands that the Learner Induction is the initial stage of the guidance and support services which are provided to learners from before they register at ETTA and continue throughout their course and beyond. It is Academy's policy that all learners from a variety of backgrounds, with a wide range of learning experiences, are entitled to receive an induction that aims to:

1. Ease the transition to studying in ETTA
2. Introduce learners to the three components of the Occupational Qualification: knowledge modules, Practical Modules and Workplace Modules.
3. Establish learners as part of the ETTA Community

2 Key Principles

It is essential for the ETTA that learner are provided with all relevant and current information before and during induction with reference to their course of study. It is also a vital aspect of the induction programme that the range of services on offer are made known to learners and that they are made aware of how they can obtain access to these services. They should complete their programme of induction considering that it has been well organised and of clear benefit to them.

3 Learners Registration and Security

1. All learners must register to receive their student number and security card (only for face-to-face learning).
2. The security card will be used to identify students whilst on the Academy grounds or using the facilities.

4 Scope

The Induction will welcome all learners from all denominations of the faith community to ETTA, by creating a friendly atmosphere, help and familiarise the learners with their surroundings and ensure that learners are supported to prepare effectively to meet the demands of their chosen Programme and eventual career path.

5 Content of Induction Programme Pre-Induction

ETTA will make sure that all Learners:

- can meet members of staff who will play a key role during their course
- will learn about the services and facilities available to them including guidance, learning support and the library.
- are informed about the procedures for reporting their absence to Academy and the implications of absence.
- have ready access to all necessary information and advice.
- made aware of relevant key policies.
- are made aware of the importance of consulting with relevant staff if considering withdrawing from their course.
- will be provided with an IT Induction.

5.1 Assessing/Teaching Staff

Assessing/Teaching staff are responsible for ensuring that learners:

- are made aware of the aims of their course structure and booked on appropriate modules including the relevant Occupational Qualification core components.
- find out about the different learning and teaching approaches that will be taken and can identify their own learning style.
- receive initial advice on study skills and are aware of the support provided.
- initiate an Individual Learning Plan.
- are informed about the key assessment regulations and other associated information which apply to them.
- are well informed about Internal Formative Assessment and External Integrated
- Summative Assessment.

6 Delivery of Induction Programme

Communication with applicants will be on regular basis leading up to the induction week, for example, Learner's Handbook and Introductory letters providing detailed pre-entry and induction information including, open days, emails and text messages. The induction programme will be scheduled and delivered in such a way to make for a coherent and effective introduction to Academy life. For example, it is important that Induction activities are not so spread out that students experience long gaps between activities nor should students be expected to come into Academy on any day for only a small amount of activity which students are likely to deem a waste of their time and transport costs. It is essential that once published, any changes to the induction programme are kept to an absolute minimum and are communicated effectively with all concerned. The programme should contain social activities that encourage students to get to know each other and to become acquainted with ETTA layout, the location of key staff, facilities and services.

For Online and Distance Learners, Induction will be done via "Google Classroom" (A platform for Online and Distance Education). All the relevant letters and Handbook will be uploaded on Learner's Personal profiles via 'Anatomy" (A Learner's Information Management System). All the learners can access all their relevant documents and information via smart cell phones, tablets, laptops and computers, anywhere anytime as per Internet resources available.

7 Health and Safety

ETTA understands that Health and safety concern everyone.
For staff and that of other learners:

a. Smoke only in smoking areas
b. Do not litter - use the bins provided.
c. Use the dining room for eating and drinking and wash up.

A qualified OHS representative will give the learners an induction on health and safety regarding our Academy which will include

a. Health matters
b. Reporting of incidents
c. First aid availability
d. Reporting of fires
e. Evacuation plan

8 Evaluation and Review

The Student Affairs Manager of ETTA will evaluate the effectiveness of policy relating to Learner's Induction.

Compliance Officer appointment

ETTA/QMS-25

Reg no:	2021/483169/07
Address:	C/O Hornblend and Gypsum Street, Elarduspark, Pretoria, 0181
Contact details:	012 345 1181
Website:	www.etta.co.za
e-mail address:	info@etta.co.za

R.1031 of 2020

(G.G.43751 of 01/10/2020)

DEPARTMENT OF EMPLOYMENT AND LABOUR

CONSILIDATED DIRECTIONS ON OCCUPATIONAL HEALTH AND SAFETY MEASURES IN CERTAIN WORKPLACES

I, Ernrich Frederique Basson, designated as the SECTION 16-1 for Excel Christian Counselling hereby appoint Miss Kristi Pretorius as **4.1 (f) MANAGER ASCOVID-19 COMPLIANCE OFFICER.**

This appointment will be valid from: 1/9/2022 till 31/8/2023

The area of responsibility will be: Excel Theological Training Academy

Physical Address: C/O Hornblend an Gypsum str
Elarduspark, Pretoria,
Gauteng, 0181

In this you will report to: THE HEALTH AND SAFETY COMMITTEE

For this position you will have the following duties and responsibilities:

1. You must ensure that the measure required by the Directive and risk assessment plan are strictly complied with through monitoring and supervision.
2. You will also be a member of the Occupational Health and Safety Committee

Signature of Section 16-1: ……. Date: ……...

ACCEPTANCE

I, Kristi Pretorius, hereby accept this appointment as detailed above.

Signature as appointee……. Date: …….

Quality Management System Policy (QMS)

ETTA/QMS-01

Reg no:	2020/654216/07
Address:	cor. Gypsum str and Hornblend Avenue, Elarduspark, Pretoria, 0181
Contact details	012 3451181
Website:	www.etta.co.za
e-mail address:	info@etta.co.za

Policy Name	Quality Management System Policy
Policy Number	ETTA /QMS: 02
Responsible person	C.E.O.
Date of Approval	15/09/2021
Policy Review Date	15/09/2022
Next Review Date	15/09/2023
Revision Frequency	Annual
Approved by **CEO** **Administrative Manager**	 Signature: Signature:

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1 List of Acronyms

CEO	Chief Executive Officer
NQF	National Qualifications Framework
OQSF	Occupational Qualifications Sub-Framework Policy
QCTO	Quality Council for Trades and Occupations
QMS	Quality Management System

2 Glossary of Terms

Occupational qualification	*A* qualification associated with a trade, occupation or profession, resulting from work-based learning and consisting of the knowledge, practical skills and work experience standards as defined in the Skills Development Act (Act No. 97 of 1998).
Quality Management System	An organizational system consists of policies and procedures to run day to day and all other organizational operations smoothly. This system helps to keep the quality of Organizational structure, program delivery up to date.

3 Prologue

ETTA has developed a policy on Quality Management System (QMS) subjected to the National Qualifications Framework (NQF) Act 67 of 2008, Skills Development Act 97, of 1998, as amended Act 37 of 2008, Occupational Qualifications Sub framework Policy (OQSF), in the context and criteria[1] of the policy developed by the Quality Council for Trades and Occupations (QCTO)in 16 October 2015.

4 Definition

Quality Management: is a method of ensuring that all the activities necessary to design, develop and implement a service, are effective and efficient with respect to the system and its performance.

Quality Management System (QMS): is a system that outlines the policies and procedures necessary to improve, control and quality assurance of the various processes that will ultimately lead to improved institutional performance.

5 Mission

Our mission is to deliver the highest quality training to Church leaders throughout the African continent. We believe that the teaching of Sound Bible-based, ethical and moral values make a significant contribution to the sustainability of the society.

6 Vision

We are committed to deliver value driven, practical and personally transformative training to Church leaders seeking professional skills development. Our course is specifically designed to meet all the ministry related requirements of individuals with a vision to change society, through proclaiming the Gospel of Jesus Christ.

7 Our Values

1. We will meet or exceed our learners' expectations by continuously improving and updating the skills and resources needed for demand driven Education, Training and Development.
2. Help our learners achieve their full potential through quality education, training and recognition of prior learning
3. Work in partnership with our learners and clients to enhance their respect and loyalty
4. Maintain beneficial supplier partnerships to ensure that our needs and expectations for training products and services are met
5. Maintain a participatory work ethic, rely on the essential excellence of our staff and provide a training culture in which they excel

6. Maintain a passion for continuous improvement of processes and training related services.
7. We believe that due to this previous exposure to our target market, our training material was written and developed to address their specific needs.

8 Purpose

All programs offered at Excel Theological Training Academy must meet the regulatory requirements set by National Qualifications Framework (NQF) Act 67 of 2008, Skills Development Act 97 of 1998, as amended Act 37 0f 2008, Occupational Qualifications Sub Framework (OQSF) and Quality Council for Trades and Occupations (QCTO). Excel Theological Training Academy achieves these requirements by setting out its own regulatory framework of policies and procedures in the form of this QMS which guide all members of the Excel Theological Training Academy in achieving its aim of providing high quality Occupational Qualifications with primary focus on Knowledge, Practical and Work Experience Learning.

This policy outlines the quality assurance procedures and the generation of quality improvements. This QMS Policy contributes to the requirements of QCTO accreditation criteria standard in 7.1 (e) 2015 which states that the institution must have a comprehensive and widely accessible set of policies and regulations establishing the terms of reference for major committees, administrative tasks, academic tasks, RPL and different positions within the institute.

9 Approach to Quality

It is important to note that the QMS was put together in coordination with all the departments of ETTA and great care was taken to work within the framework of rules and regulations as set by the QCTO. For convenience of use, the QMS has been divided into 21 separate Policies aligned with QCTO Policy 2015. These are:

9.1 Administration Policies

1. Quality Management Policy (ETTA/QMS: 01)
2. Governance and management Policy (ETTA /QMS: 02)

3. Financial Policy (ETTA /QMS: 03)
4. Marketing and Promotion Policy (ETTA _/QMS: 04)
5. Approval of results (ETTA/QMS:05)
6. Language Policy (ETTA /QMS: 06)
7. Learner's Information Management System Policy (ETTA /QMS: 07)
8. Teaching and Learning Policy and Procedures (ETTA /QMS: 08)
9. Risk and Fraud Prevention Policy (ETTA /QMS: 09)

7.1(5): Criteria and Guidelines on the Accreditation of Skills Development Providers, October 2015.

9.2 Academic Policies

1. Internal Assessment Policy and Procedures (ETTA /QMS:10)
2. Recognition of Prior Learning Policy and Procedures (ETTA /QMS: 11)

9.3 Human Resource Policies

1. Occupational Health and Safety Policy and Procedures (ETTA /QMS: 12)
2. Staff Recruitment and Appointment Procedures (ETTA /QMS: 13)
3. Staff Code of Conduct (ETTA /QMS: 14)
4. Staff Disciplinary Policy and Procedures (ETTA /QMS: 15)
5. Staff Performance Policy and Procedures (ETTA /QMS: 16)
6. Grievance Policy and Procedures (ETTA /QMS: 17)
7. HIV/AIDS Policy (ETTA /QMS: 18)

9.4 Learner's Support Policies

1. Admission Policy and Procedures (ETTA /QMS: 19)
2. Learner's Code of Conduct (ETTA /QMS: 20)
3. Learner's Appeals Policy and Procedures (ETTA /QMS: 21)
4. Disability Policy (ETTA /QMS: 22)

5. Learner's Induction Policy (ETTA /QMS:23)

9.5 COVID-19 Policies

1. Higher Health COVID-19 Protocol on routine cleaning for COVID-19 prevention within Post school education and training (PEST) institutions (ETTA/QMS: 24
2. COVID-19 Compliance Officer Appointment (ETTA /QMS: 25)

9.6 Additional documents

1. Popia Act- Policy and procedures (ETTA/QMS: 26)
2. Sexual Harassment policy and procedures (ETTA/QMS: 27)
3. Certification Policy (ETTA/QMS: 28)

10 QMS Implementation Responsibility

The implementation of this policy is the responsibility of the Administration Manager through the ETTA Management Board.

11 Training

ETTA will provide training for the smooth operation of QMS.

12 Monitoring

The CEO will monitor the implementation of policy and procedures relating to the Quality Management System at ETTA.

13 Evaluation and Review

ETTA Management Board will evaluate and review policies and procedures related to the Quality Management System.

Marketing and Promotion Policy

ETTA /QMS-04

Reg no:	2020/654216/07
Address:	cor. Gypsum str and Hornblend Avenue, Elarduspark, Pretoria, 0181
Contact details	012 3451181
Website:	www.etta.co.za
e-mail address:	info@etta.co.za

Policy Name	Marketing and Promotion Policy
Policy Number	ETTA /QMS: 04
Responsible person	Administration Manager
Date of Approval	15/09/2021
Policy Review Date	15/09/2022
Next Review Date	15/09/2023
Revision Frequency	Annual
CEO	Signature:

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1 List of Acronyms

CEO	Chief Executive Officer
NQF	National Qualifications Framework
OQSF	Occupational Qualifications Sub-Framework Policy
QCTO	Quality Council for Trades and Occupations
SAQA	South African Qualifications Authority

2 Glossary of Terms

Occupational qualification	A qualification associated with a trade, occupation or profession, resulting from work-based learning and consisting of the knowledge, practical skills and work experience standards as defined in the Skills Development Act (Act No. 97 of 1998).
Quality Management System	An organizational system consists of policies and procedures to run day to day and all other organizational operations smoothly. This system helps to keep the quality of Organizational structure, program delivery up to date.

3 Purpose

This policy is to ensure that ETTA has a clear understanding of its market and the needs of the market to communicate and promote the relevant qualifications effectively and accurately.

4 Objectives

1. This policy aims to emphasize communication and unity of purpose.
2. It assists the ETTA to set a clear course for marketing and strategy and lays the foundation for continual improvement.
3. It assists the ETTA to break down barriers between itself and stakeholders.
4. To ensure that the ETTA staff understand and implement our vision and mission.
5. To market ETTA.

5 Values

ETTA recognises that success requires:

1. Honest dealings
2. Excellent services
3. Upholding integrity to empower and build confidence
4. Being accountable for own actions
5. Accepting responsibility for one's actions
6. Unity in our work
7. Recognition of richness in diversity
8. Respect-for different opinions

6 Programme to be promoted

I. Occupational Certificate: Christian Religious Professional
(NQF Level 5, SAQA ID , Credits 237).

II. Occupational Certificate: Christian Religious Practitioner
(NQF Level 2, SAQA ID , Credits 156)

7 Marketing Strategies and Procedure

A. ETTA will maintain a target market as part of the Implementation Plan, which will identify the numbers and types of learners that ETTA wishes to serve.
This target market includes:
    1. Different Bible colleges and training ministries.
    2. National and International Church Organizations.
    3. Christian Religious ministers who do not have formal training.

B. ETTA will accurately promote its programs and services to potential students and the public, providing enough information to make informed choices.

C. ETTA will use various means to promote its programs:
    1. Prospectus
    2. Through website
    3. Social media
    4. FM Radio
    5. Assisting other bible colleges and training organizations.
    6. Promotion desks in different Church conferences nationally and internationally.
    7. Flyers and brochures

D. All enquiries will be recorded on a computerized database and manual form.

8 Promotional Material

All the promotional material will be of high quality in presentation, clear and unambiguous in content, provided promptly. Promotional material is developed so that the offered programs are

accurately described. The prospectus provides accurate and sufficient information about the programs as well as admission policies, completion requirements and academic standards.

9 Finances

The Academy's Management Board will set aside funds for marketing and promotional purposes. This will be set in accordance with the Annual Budget.

10 Responsibility

The responsibility for marketing and promotion is with the Chief Executive Officer and Administration Manager.

11 Monitoring

The Administration Manager will monitor the implementation of policy and procedures relating to Marketing and Promotion at ETTA.

12 Evaluation and Review

The Academy's Management Board will evaluate and review policies and procedures related to Marketing and Promotion.

APPROVAL OF RESULTS POLICY

ETTA/QMS-05

Reg no:	2020/654216/07
Address:	cor. Gypsum str and Hornblend Avenue, Elarduspark, Pretoria, 0181
Contact details	012 3451181
Website:	www.etta.co.za
e-mail address:	info@etta.co.za

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ABBREVIATIONS AAC	Associated Assessment Criteria
AQP	Assessment Quality Partner
CEPs	Community of Expert Practitioners
DQP	Development Quality Partner
EISA	External Integrated Summative Assessment
ELOs	Exit Level Outcomes
IAFAs	Integrated Assessment Focus Areas
NQF	National Qualifications' Framework
OQA	Occupational Quality Assurance
OQM OQSF	Occupational Qualification Management Occupational Qualifications Sub-Framework
MoU	Memorandum of Understanding
QAS	Qualification Assessment Specifications
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SDP	Skills Development Provider
SLA	Service Level Agreement
SoR	Statement of Results
SME	Subject Matter Expert

GLOSSARY Accreditation	The certification, usually for a particular period, of a body or an institution as having the capacity to fulfil a particular function in the quality assurance system. In this Policy Framework accreditation refers to the accreditation of Skills Development Providers and Assessment Centres
Assessment	The process of evaluating evidence of a learners' work to measure and make judgements about the competence or non-competence of specified NQF registered occupational qualifications and part qualifications.
Assessment centre	A centre accredited by the QCTO for the purpose of conducting external integrated summative assessments for specified NQF registered occupational qualifications and part qualifications.
Assessment Quality Partner (AQP)	A body delegated by the QCTO to manage and coordinate the external integrated summative assessments of specified NQF registered occupational qualifications and part qualifications.
Moderation	The process which ensures that the assessment of the learning outcomes described in the NQF occupational standards, qualifications and part qualifications is fair, valid, reliable and unbiased.
Monitoring	A continuous process of the review of quality that can be conducted internally and/or externally to recommend quality improvements.
Occupational qualification	A qualification associated with a trade, occupation or profession, resulting from work-based learning, developed under the auspices of the QCTO and consisting of the knowledge, practical skills and work experience standards as defined in the Skills Development Act (Act No. 97 of 1998)
Summative assessment	A component of the assessment process and refers to the culmination of the summative process when learners are subjected to a final sitting at the end of the learning cycle for an integrated externally conducted assessment.
Verification	The process managed by the relevant body for externally verifying (checking) the authenticity of processes and products to confirm or overturn the findings.

1 Introduction

The Quality Council for Trades and Occupations (QCTO) was established in 2010 as a juristic person, in terms of section 26G of the Skills Development Act of 1998. It was listed as a public entity in the Government Gazette No. 33900 of 31 December 2010 effective from 1 April 2010 to establish the Occupational Qualifications Sub-Framework (OQSF) for Trades and Occupations.
The QCTO is responsible for the development, maintenance, and quality assurance of qualifications within its Sub-Framework.

An integral and critical component of the QCTO's quality assurance system is the issuing of certificates to learners who have demonstrated competence against occupational qualifications and part qualifications registered on the National Qualifications Framework (NQF). In order to issue credible certificates, the QCTO has set minimum standards for the quality assurance and approval of learner achievements.

2 Legislative and regulatory framework

This policy should be read in conjunction with the following documents:

- National Qualifications Framework (Act 67 of 2008);
- Skills Development Act, 1998 (Act 97 of 1998); and
- QCTO policies
  i. Policy Framework for the Quality Assurance of Qualifications and Part Qualifications on the OQSF;
  ii. Policy on Delegation of Qualification Assessment to Assessment Quality Partners (AQPs);
  iii. Assessment Policy for Qualifications and Part Qualifications on the Occupational Qualifications Framework (OQSF);
  iv. Assessment Quality Partners (AQPs) Criteria and Guidelines;
  v. Policy on Accreditation of Assessment Centres;
  vi. Policy for the implementation of Recognition of Prior Learning (RPL); and
  vii. Certification Policy

2.1 In terms of Section 27 (i) of the NQF Act, the QCTO with regard to quality assurance within its sub-framework is required to:

- develop and implement policy for quality assurance;

- ensure the integrity and credibility of quality assurance;
- ensure that such quality assurance as is necessary for the sub-framework is undertaken.

2.2 In terms of The Skills Development Act, Act 37 of 2008, the QCTO is responsible for:

- establishing and maintaining occupational standards and qualifications;
- the quality assurance of occupational standards and qualifications and learning in and for the workplace;
- (c) designing and developing occupational standards and qualifications and submitting them to the South African Qualifications Authority (SAQA) for registration on the National Qualifications Framework (NQF); and
- (d) ensuring the quality of occupational standards and qualifications in and for the workplace.
- The QCTO as custodian of the OQSF is responsible for the certification of learners who have achieved qualifications or part qualifications registered on the OQSF.

3 Purpose of the document

The purpose of this document is to articulate the policy framework for the quality assurance and approval of learner achievements for qualifications on the OQSF.

This policy:

- establishes a coherent, coordinated and integrated quality assurance regime for the approval of learner achievements for qualifications and part qualifications on the OQSF;
- outlines the minimum requirements set by the QCTO:
- for assessment partners for the quality assurance and approval of learner achievements;
- to ensure the integrity and credibility of its quality assurance regime;
- to ensure compliance with the policy for the quality assurance and approval of learner achievements; and
- to ensure that qualifications and assessments are fit for purpose and of an acceptable standard across the qualification system.

This policy addresses the minimum requirements for the quality assurance and approval of learner achievements through the:

i. quality assurance of formative assessments;
ii. quality assurance of external assessment; and
iii. approval of learner achievements

This document further sets out:

- QCTO's roles and responsibilities in quality assuring the external integrated summative assessment of learner results for trades and occupations on the OQSF
- The roles and responsibilities of assessment partners in providing credible assessments
- QCTO's operational framework for the quality assurance of assessments
- The minimum requirements for the quality assurance processes leading to the approval of learner achievements.

4 Audience and applicability

This policy applies to all assessment partners: Quality Assurance Partners (QAPs) and Assessment Quality Partners (AQPs) to whom the QCTO has delegated assessment functions for the assessment of qualifications and part qualifications on the OQSF.

In principle, the QCTO, together with its assessment partners, ensures that assessments are:

a. developed in line with the OQSF qualification registered by SAQA on the NQF
b. conducted free from any irregularity that may put the integrity and credibility of the assessment or its outcomes at risk;
c. in compliance with the minimum requirements prescribed by the QCTO for the:
   i. development and moderation of assessment instruments conduct of assessments (monitoring, evaluation and verification),
   ii. marking and moderation of assessments as well as the
   iii. approval of learner achievements;
d. conducted in compliance with the admission requirements for the EISA;
e. in compliance with the quality assurance requirements prescribed by the QCTO which a learner needs to satisfy in order to obtain an occupational certificate; and
f. in compliance with any other requirement set by the QCTO.

5 Quality assurance of assessments

5.1 Final External Integrated Summative Assessment

The QCTO's assessment model for certification comprises of an External Integrated Summative Assessment at the exit points of the qualification and part qualification. The QCTO has systems, processes and procedures to monitor, verify and report on the

assessment Requirements. These are implemented by assessment partners and assessment centres in order to maintain standards in assessments.

5.2 Formative Assessments

The quality and standard of formative assessments is determined by ascertaining the level of adherence to:

- implementing formative assessment processes by skills development providers;
- the appropriateness of tasks of formative assessments and the
- verification of these tasks by assessment partners.

The QCTO may:

- delegate the moderation of formative assessment to appropriate assessment partners and
- set directives, policies and guidelines for formative assessment.

The above will allow the QCTO to ensure the quality of occupational standards in qualifications.

The QCTO's quality assurance of assessment systems is currently made up of the following processes and procedures:

a. Evaluation and approval of Assessment Partners

b. Ongoing monitoring of Assessment Partners

c. Quality assurance of formative assessment through:

i. Verification and monitoring of the implementation of formative assessment by the assessment partners; and

ii. Verification of formative assessment by the QCTO.

d. Quality assurance of the external integrated summative assessment through:

a. The External Integrated Summative Assessment instrument;

- Sample monitoring of the conduct of assessments;

Sample monitoring of marking; and

- Verification and approval of learner achievements.

5.3 Quality Assurance

is based on the QCTO's policies, criteria and guidelines

The quality and standard of assessments is determined by the level of adherence to QCTO's policies, criteria and guidelines in the implementation of: -

- assessment related processes;
- the cognitive challenge of the assessment;
- the appropriateness and weighting of topics in relation to the curriculum;
- the standard of moderation of assessment instruments;
- the efficiency and effectiveness of systems, processes, and procedures for the monitoring of the conduct of the assessments;
- the quality of marking;
- demonstration of applied competence achieved in the context of the occupational qualification or part qualification; and
- the quality and standard of internal quality assurance processes within the assessment partner.

5.4 Quality Assurance is based on the Conduct of Assessments

Through the veracity of the assessment partner's systems, process and reports in respect of the minimum quality assurance requirements, the QCTO is able to verify, validate and approve learner achievements.

5.5 Quality assurance is based on the credibility of outputs/results

The quality and standard of results achieved by the candidates will be based on the following:

- a sample verification of the integrated summative assessment processes;
- A sample monitoring of the conduct and assessment and marking of the EISA;
- data will be analysed and unusual patterns of results will be investigated;
- data on learner enrolment, throughput and achievement will be analysed and findings and feedback will be used to continuously improve the assessments;
- assessment centres will be monitored to ensure currency of resources, expertise and practice; and
- employers/industry and employees (candidates) may also be scrutinised to confirm candidates' competence.

- the adherence of the EISA assessment instruments to the assessment blueprint will be checked.

6 Approval of learner achievements

Results must be submitted by the AQP to the QCTO in the format prescribed by the QCTO.
The QCTO will quality assure the submission of results and inform the AQP of the outcome thereof. Any requirement which is not satisfactorily complied with will be classified as an irregularity. If it is found that the credibility of the assessment is at risk, the QCTO reserves the right:

- Not to approve the outcome of leaner achievements (or part of it); and
- In serious cases to revoke the delegation to the assessment partner.

7 Irregularities

For the purposes of this policy an irregularity refers to any event, act or omission and any alleged event, act or omission, which may undermine or threaten to undermine the standard, integrity, credibility, security, or the fairness of the assessment and assessment process and its resultant outcomes.

Assessment partners are required to report any irregularity to the QCTO which may compromise the integrity and credibility of an assessment or its outcomes.

7.1 Minimum Requirements

Assessment Partners must ensure that they have appropriate guidelines in place that deal with the various categories of irregularities as well as any person directly or indirectly involved in assessment functions.

1. Proof of an irregularity that has occurred during any of the following stages of the assessment process:
    a. Implementation:
    b. Formative assessment
    c. Administration:
    d. Including the appointment assessment officials, assessment instrument development and planning for the conduct of assessments
    e. Management:
    f. Conduct of Assessments
    g. Marking and capturing process
    h. Approval:

i. Verification and approval of learner achievement processes.

2. Assessment Partners must ensure that they have procedures and structures in place to effectively investigate and resolve all irregularities, complaints and appeals.

3. Assessment Partners must report the nature and extent of all irregularities to QCTO immediately once they are detected.

4. Assessment Partners must investigate all irregularities and provide the QCTO with a detailed report on the investigation and the corrective actions taken.

5. Assessment Partners must, prior to the approval stage, present the QCTO with a composite report on all of the irregularities and how these were resolved. The report must also indicate the status of irregularities still to be resolved.

8 Requirements for approval of results

8.1 Criteria and Guidelines

Assessment instruments are developed and moderated by approved Assessment Partners, in compliance with QCTO policies, criteria and guidelines.

8.1.1 Minimum Requirements

Assessment Partners must ensure that criteria and guidelines are in place for implementing the External Integrated Summative Assessment (EISA).

8.2 Requirements for Formative Assessments

Assessment Partners are required to monitor the implementation of formative assessments that lead to the issuing of a Statement of Results by the Skills Development Providers (SDPs) for all three components of the qualification.

Formative assessment is regarded as any assessment conducted by the provider, the outcomes of which may or may not contribute towards the Statement of Result.

8.2.1 Minimum Requirements

1. Assessment Partners may develop Formative Assessment protocols that will contribute towards the Statement of Result.

2. Assessment Partners must ensure that they have appropriate policies, criteria and guidelines for the conduct, administration and management of formative assessment. Such policies must be consistent with the curriculum and other policy documents pertaining to the particular qualification.

3. Assessment Partners must ensure that they have effective procedures for the monitoring of formative assessments.

4. Assessment Partners must make available to the QCTO, upon request, for the purposes of verification, a sample of formative assessments together with the moderator reports. The format of the report and the sample will be specified by QCTO.

5. Assessment Partners must, prior to the approval process, submit to the QCTO on the prescribed format a report on the standard of formative assessments.

8.3 Moderation of Assessment Instruments

In order to ensure the fairness and validity of an assessment, the Assessment Partners must ensure that assessments are representative of the prescribed knowledge, practical and workplace components; that the assessment is moderated by a competent moderator appointed by the Assessment Partner and that the assessment instruments may be subjected to an external verification process by the QCTO for confirmation or approval.

The process of moderation of assessment instruments focuses on ensuring that assessment instruments and tools are of an acceptable standard, appropriately cover the Exit Level Outcomes and assessment focus areas as well as the knowledge, practical and workplace components as prescribed in the qualification, curriculum and qualification assessment specification documents (including the QAS addendum), and are presented in an appropriate manner.

8.3.1 Minimum Requirements

1. Assessment Partners must develop effective guidelines and procedures for the development and moderation of assessment instruments.

2. Assessment Partners must ensure that they have effective procedures for the printing, storage and distribution of assessment instruments.

3. Assessment Partners must provide the QCTO, prior to commencement of each assessment cycle or session, with a schedule clearly indicating when assessments will take place.

4. Assessment instruments submitted for verification:
    - Must be in its final state and have been moderated by the Assessment Partner;
    - Must be accompanied by the moderator's report and a completed Qualification Assessment Specification addendum which indicates compliance.
    - Must be accompanied by the marking memoranda (or competency rubrics).

5. Assessment Partners must ensure that "back-up" assessment instruments are readily available should the need arise.

6. Unless otherwise agreed to, only QCTO verified assessment instruments may be presented to candidates completing the External Integrated Summative Assessment (EISA).

8.4 Monitoring the Conduct of Assessments

Assessment Partners must take adequate measures to combat irregularities before, during and after assessment and during marking and must take adequate security measures to ensure the confidentiality and integrity of the assessments.

The QCTO will monitor the following three main aspects:

- Verifying the Assessment Partners' processes and systems;
- Monitoring their state of readiness to administer assessments; and
- Monitoring the administration and conduct of assessments.

8.3.2 Minimum Requirements

1. Assessment Partners must ensure that they have appropriate policies, criteria and guidelines to regulate the conduct, administration and management of assessments. Such policies must be consistent with the policy documents pertaining to the particular qualification.

2. Assessment Partners must, 3 months prior to the commencement of the assessment, notify the QCTO of the scheduled EISA.

3. This notification, amongst others:
    - indicates the “state-of-readiness” of the assessment partner;
    - includes the submission of Examiner and Moderator reports on the assessment instruments;
    - includes the assessment partner’s marking and moderation plan .

4. Assessment Partners must submit irregularity reports (specified format), where relevant, to the QCTO during the writing and marking/assessment phases of the assessments.

5. Assessment Partners must, prior to the approval of learner achievements, submit to the QCTO a report on the conduct and marking of assessments.

8.5 Moderation of Assessments

Moderation of assessments is conducted to ensure that marking is conducted in accordance with acceptable practices and requirements in order to ensure the reliability and consistency of assessments.

Assessment Partners must ensure that a representative sample of scripts or evidence are moderated. The sample must be representative across the mark range as well across assessors/markers. The following is a guide to the number of scripts or evidence to be moderated.

- If less than 10 – 100 %
- If less than 100 – 25 %
- Above 100 – 10 %

If the assessment is marked/assessed by the Assessment Centre, at least 25 % should be moderated. The QCTO may verify a sample of the marked and/or moderated assessment scripts and assessment tasks.

8.3.3 Minimum Requirements

1. Assessment Partners must ensure that they have appropriate policies, criteria and guidelines to conduct the assessment and moderation of assessment scripts or assessment tasks.

2. Assessment Partners must submit to QCTO the assessment model which will be used in the QAS Addendum. QCTO approval of the model will be required for the qualifications it quality assures and certificates.

3. Assessment Partners must conduct memorandum discussions (including pre-marking) for all assessments prior to the commencement of the marking of assessments.

4. Assessment Partners must ensure that they have procedures in place to ensure that the approved marking memorandum is used across all marking/ assessment centres if the decentralised model is used.

5. Assessment Partners must ensure that they have the necessary facilities, structures, personnel and security measures during marking/ assessing and moderation.

6. Assessment Partners must make available to the QCTO upon request, for the purposes of verification, a sample of scripts or assessment tasks. The sample will be specified by the QCTO.

7. Assessment Partners must, prior to the approval of results, submit the Markers' and Moderators' reports to the QCTO.

8. Assessment Partners must conduct an evaluation of all personnel involved in the marking and moderation of assessment scripts or assessment tasks. .

8.6 Approval of Learner Achievements

The Assessment Partner is required to submit the learner achievements within 21 working days from the date the EISA was conducted, in the format determined by the QCTO.

The QCTO may verify the assessment results. Moderation may be necessary to address the variation in the standard of assessment instruments and the marking/assessment that could occur by an Assessment Quality Partner.

8.3.4 Minimum Requirements

1. Assessment Partners must ensure that they have functional and adequately tested computer systems capable of:

- Capturing candidate details and candidate results;
- Processing results as per QCTO specifications;
- Providing data sets and reports in the format prescribed by the QCTO; and
- Providing access only to authorized personnel and providing an audit trail.

2. Assessment Partners must ensure that they have procedures in place for the generation, capture and control of mark sheets.

3. Assessment Partners must ensure that they have procedures in place for the verification of marks captured (e.g. double capture etc.)

4. Assessment Partners must provide the QCTO with the specified computer generated data for the approval of learner achievements.

5. Assessment Partners must ensure that the data sets provided for verification and approval of learner achievements are based on the QCTO prescribed minimum capture percentage.

6. Assessment Partners moderation proposals in the format specified by QCTO must be submitted to the QCTO within 21 working days of the EISA conducted.

7. Assessment, Marker and Moderator reports to complement and substantiate adjustment proposals must be submitted to the QCTO within 21 working days of the EISA conducted.

8. Assessment Partners must ensure that approved moderation adjustments are captured accurately and a data set in the format required by the QCTO is submitted to the QCTO for verification before resulting may commence.

9. Assessment Partners must submit to the QCTO the post resulting data sets and required ports for verification before the issue of certificates will be considered.