

# **LEARNING PROGRAMME & SHORT COURSE EVALUATION FILE**

**January 2011**

## HWSETA CONTACT DETAILS

Please address all queries regarding this file to:



HEALTH AND WELFARE  
SECTOR EDUCATION AND TRAINING AUTHORITY

# HWSETA

## CONTENTS

### HWSETA LEARNING PROGRAMME & SHORT COURSE EVALUATION (January 2011)<sup>1</sup>

HWSETA CONTACT DETAILS .....	2
ACKNOWLEDGEMENTS .....	ERROR! BOOKMARK NOT DEFINED.
DEFINITION OF TERMS .....	4
ACRONYMS .....	7
INTRODUCTION .....	8
WHAT IS LEARNING PROGRAMME EVALUATION? .....	8
WHAT IS SHORT COURSE EVALUATION? .....	8
WHO SHOULD COMPLETE THIS FILE? .....	8
WHAT IS THE PURPOSE OF APPROVING OR RECOGNISING LEARNING PROGRAMMES AND SHORT COURSES? .....	9
WHAT IS THE DURATION OF PROGRAMME APPROVAL / RECOGNITION? .....	9
AVAILABLE ASSISTANCE .....	ERROR! BOOKMARK NOT DEFINED.
INSTRUCTIONS .....	9
GUIDELINES AND CRITERIA .....	11

#### **PAGES THAT YOU WILL SUBMIT**

<sup>1</sup> Providers who choose to complete this file electronically in MS Word: If you wish to update the page numbering in the Contents pages, do the following: Put your cursor anywhere in the Contents section. Right Click. Select "Update Field". Select "Update page numbers only" and click OK.

*HWSETA Learning Programme Evaluation File*

**SECTION 1 : PROVIDER INFORMATION.....2**

**SECTION 2 : ACHIEVING UNIT STANDARDS THROUGH YOUR OUTCOMES .....3**

**SECTION 3: CONTENT, METHODS, LEARNING MATERIALS AND ASSESSMENT .....10**

**SECTION 4 : ASSESSMENT PRACTICES OF PROGRAMMES .....11**

**SECTION 5: PRACTITIONER EXPERTISE .....14**

**SECTION 6: LEARNER SUPPORT PRACTICES.....24**

**CHECKLIST .....25**

## DEFINITION OF TERMS

The following definitions explain the way these terms are used by the HWSETA in general and in this file.

### **Accreditation:**

The recognition by SAQA of a body to perform ETQA functions, or the recognition (by an accredited ETQA) of an education and training provider, usually for a particular period of time, as having the capacity to carry out its functions in line with the policies and procedures of the ETQA, reflecting the quality assurance system set up by the South African Qualifications Authority in terms of the SAQA Act of 1995. A provider is only accredited if it offers programmes that are aligned with NQF qualifications and unit standards.

### **Assessment:**

The process of gathering and weighing evidence in order to determine whether or not learners have demonstrated outcomes specified in unit standards and/or qualifications registered on the NQF. The generic assessor standard registered by SAQA entitled “Plan and conduct assessment of learning outcomes” outlines the process in detail. The management of assessment is the responsibility of providers.

### **Assessor:**

A person who is competent and qualified to conduct assessment. The person must have successfully obtained the unit standard: Plan and Conduct Assessment (ASSMT 01) and registered as an assessor with an ETQA. Assessors, who are competent and experienced but not yet qualified and registered, may be granted the status of Interim Assessors.

### **Critical outcomes:**

The critical outcomes, or “critical cross-field education and training outcomes” inform all the unit standards and qualifications registered on the NQF. The purpose of these outcomes is to ensure that education and training prepares learners to be able to contribute to the economy in a way which is competitive internationally, to develop their own personal potential and contribute to the family, community and society as a whole. All unit standards specify which critical outcomes are addressed through the achievement of the standard. Critical outcomes should be addressed not only through the content of the programme but through the training methods used as well.

### **“Fit for purpose”:**

Programmes that meet the criteria that are specified in the Guidelines section, below, are deemed to be “fit for purpose”. They will be referred to as “approved programmes”.

### **Learning Programme:**

A learning programme is the process through which the learner achieves unit standards or qualifications. It is an organised, sequence of learning events designed to lead to the demonstration by learners of prescribed or defined learning outcomes.

### **Learning Programme Outcome:**

*Specific outcomes* (in the unit standard) are exit outcomes – i.e. they state what learners should be able to do by the end of the learning programme. Learning programmes need to

break down these outcomes into enabling outcomes or *Learning Programme Outcomes* (LPO's), which are the step-by-step building blocks that learners need to go through in order to become competent in the specific outcome.

**Learnership:**

Programme that includes a large element of workplace or on the job training, and leads to a qualification registered on the NQF. It aims at securing employment for the learner at the end of the programme.

**Moderation:**

This is the process of ensuring that assessments have been conducted in line with agreed practices, and are fair, reliable and valid. The generic assessor standard registered by SAQA entitled "Moderate assessment" outlines the process in detail. One moderator usually checks the work of several assessors to ensure consistency. The management of moderation is the responsibility of the provider.

**Moderator:**

A person competent and qualified to moderate assessments. The person must have successfully obtained the unit standard: Plan and Conduct Assessment (ASSMT 01) and Moderate Assessment Results (ASSMT 02) and registered as a moderator with an ETQA. Moderators, who are competent and experienced but not yet qualified and registered, may be granted the status of Interim Moderators.

**Part qualification:**

Programme of learning leading to any number of credits less than 120, but not less than one Unit Standard.

**Programme evaluation**

This is the process by which the ETQA evaluates learning programme(s) leading to standards and/or qualifications in its primary focus area and evaluates short courses that do not lead to the achievement of a unit standard.

**Provider:**

An education and training body that delivers learning programmes and/or short courses.

**Provisional Accreditation:**

Refers to providers that have met a set of minimum criteria as established by the ETQA, but still have to meet some conditions. These providers may continue offering learning programmes but have to meet their requirements within a particular time frame.

**Qualification:**

Programme of learning leading to 120 credits (Certificate), 240 credits (Diploma) or 360 credits (Degree).

**Short course:**

A short course is a type of short learning programme that is non-credit bearing and not aligned to a unit standard. Reference SAQA Criteria and Guideline for Short Courses and Skills Programmes.

**Short learning programmes:**

Refers to both short courses and skills programmes

**Skills programme:**

A skills programme is a type of short learning programme that leads to the achievement of a unit standard/s or part qualification registered on the NQF. It generally includes a large element of workplace or on the job training.

## **ACRONYMS**

AC	Assessment Criteria
CCFO	Critical Cross-field outcome
ETD	Education, Training and Development (sector)
ETQA	Education and Training Quality Assurance
HWSETA	Health and Welfare Sector Education and Training Authority
LPO	Learning Programme Outcome
NQF	National Qualifications Framework
SO	Specific Outcome
RPL	Recognition of prior learning
SAQA	South African Qualifications Authority
SETA	Sectoral Education and Training Authority

## INTRODUCTION

### **WHAT IS LEARNING PROGRAMME EVALUATION?**

Learning Programme Evaluation is the process of evaluating the extent to which your learning programme is aligned with NQF requirements. A learning programme is the process through which the learner achieves one or more unit standards to achieve a part qualification; or sufficient unit standards (equal to 120 or more credits) to achieve a full qualification. If a learning programme meets all the criteria and leads to the achievement of a unit standard/s or qualification, it will be granted **Full Approval** by the HWSETA.<sup>2</sup> A programme that meets most of the criteria and only requires a manageable and realistic amount of amendments and re-working may be granted **Provisional Approval**. A programme that does not meet the criteria will be granted **No Approval**.

### **WHAT IS SHORT COURSE EVALUATION?**

SAQA recognises that there are many providers offering quality short courses that do not lead to the achievement of a unit standard. The reason may be that a unit standard has not yet been developed, or because the nature of the programme will never be unit standard based. These providers must go through the same Learning Programme Evaluation Process. They need to demonstrate that they meet all the same quality criteria, however, they do not need to demonstrate that their programmes will lead to the achievement of a unit standard or qualification. Should their programme meet all the other quality criteria, the programme will be **recognised** by the SETA.

Providers must ensure that they align their programmes to unit standards where these exist. Where unit standards exist, and the programme has not been aligned to these unit standards, the programme will not be granted Approval or Recognition.

### **WHO SHOULD COMPLETE THIS FILE?**

1. Providers who are applying for *Accreditation, Provisional Accreditation or Recognition* from HWSETA.<sup>3</sup> These providers will complete this file and submit it together with their Accreditation file.
2. Providers who are already Accredited / Provisionally Accredited or Recognised by the HWSETA and who are now applying for extension to cover new programmes that they are offering<sup>4</sup>.
3. Providers who belong to another ETQA, but a programme or short course that they run falls under the HWSETA scope. This programme needs to be approved or

---

<sup>2</sup> For ease of reading, we use the term “programme” to refer to a qualification, part qualification, skills programme or learnership.

<sup>3</sup> *Accreditation* is only awarded to providers who offer programmes that are aligned to unit standards and qualifications. *Provisional accreditation* is awarded to providers who offer programmes that will be aligned as soon as unit standards are written. *Recognition* is granted to providers who offer short courses that will never be aligned to unit standards.

<sup>4</sup> See 3 above.



recognised by the HWSETA. However, you need to apply for programme approval **via your primary ETQA**, rather than applying directly to the HWSETA.

### ***WHAT IS THE PURPOSE OF APPROVING OR RECOGNISING LEARNING PROGRAMMES AND SHORT COURSES?***

1. The role of the Education and Training Quality Assurance bodies is to assure that Learning Programmes and Short Courses that are offered, meet a particular standard and range of criteria.
2. The spirit of outcomes based education adopted by SAQA is that learning programme outcomes should lead to the achievement of unit standards and qualifications. The Learning Programme Evaluation Process assists you to align your programmes with NQF requirements.
3. The Learning Programme Evaluation process also assures the quality of short courses that are non-credit bearing and not aligned to unit standards. The process assists you to make sure that your short course is outcomes based.
4. The process provides information to the HWSETA enabling it to monitor the appropriateness of unit standards and qualifications.
5. The SETA is able to monitor the ongoing performance and progress of providers.
6. If your learning programme meets the criteria it will be granted Approval Status. If your short course meets the criteria (excluding alignment to unit standards), it will be awarded Recognition Status.
7. HWSETA providers will have their accreditation status extended to include the approved or recognised programme.
8. Providers accredited by other ETQA's will have the programme approved or recognised by the HWSETA, and their accreditation status will be extended by their own ETQA.

### ***WHAT IS THE DURATION OF PROGRAMME APPROVAL / RECOGNITION?***

We will inform you should unit standards or qualifications be changed or updated. You will need to update and upgrade your programme to align to the revised unit standards or qualification. Depending on the extent of the changes to the unit standards and qualifications, we will advise you of an appropriate time frame.

### ***INSTRUCTIONS***

1. You need to complete a **separate file for each course or qualification** that you are submitting for approval / recognition.
2. If you are submitting more than one learning programme or short course, please photocopy the forms and use a separate set for each programme being submitted.
3. You need to complete all questions in Sections 1 – 5 in this file. Providers applying for recognition of non-aligned, non-credit bearing programmes do not need to complete

## *HWSETA Learning Programme Evaluation File*

certain questions that relate specifically to unit standard alignment. (See specific instructions for each question).

4. Please do not send the actual file back to us. Also, do not send these introductory pages. Your submission should start with the Provider Information as your first page. We only need the completed pages and the additional documents inserted in the places indicated.
5. We suggest that you take the guidelines section out of the file, so that you can refer directly to it as you complete each of the following sections.
6. There is a checklist at the end of the file. Before you submit your programme for evaluation, please go through the checklist in order to ensure that your submission is complete.

## GUIDELINES AND CRITERIA

The purpose of this section is to give you an understanding of what we are asking you for, and why we need it. This section also provides you with the main criteria that the Programme Evaluators will be using to evaluate whether or not your programme or short course is “fit for purpose.”

### SECTION ONE: PROVIDER INFORMATION

Please make sure you complete all the questions in this section.

### SECTION TWO: ACHIEVING UNIT STANDARDS AND/OR PROGRAMME PURPOSE THROUGH YOUR OUTCOMES

Questions that **do not** need to be completed by **Providers of non-aligned Short Courses**, will be marked as follows = “SCP ”. They should mark the question “N/A” (not applicable).

#### Purpose of this section:

##### For skills programmes and qualifications:

A programme / qualification can only be **approved** if it is in line with the relevant Unit Standards. The purpose of this section is for you to demonstrate that your learning programme outcomes are in line with the Unit Standards and that they are clearly written and measurable.

##### For short courses:

The purpose of this section is to evaluate the extent to which your outcomes are clearly written and measurable, and that they will lead to the achievement of your stated purpose.

#### The criteria we are looking for are as follows:

1. The purpose of your learning programme is in line with the purpose of the Unit Standard/s. SCP
2. The programme is appropriate for the level of your target group.
3. Entry level requirements are fair.
4. Your outcomes are clearly written and measurable.
5. Your learning programme outcomes will lead to the achievement of all the specific outcomes as captured in the unit standards. SCP   
*Short Course Providers:* Your learning programme outcomes will achieve your Programme Purpose.
6. Critical cross-field outcomes<sup>5</sup> are developed in your programme.

---

<sup>5</sup> See definition of Critical Outcomes on Page 4

## SECTION 3 : CONTENT, METHODS AND LEARNING MATERIALS

The purpose of this section is to evaluate the extent to which your programme content, the training methods you use and the learning materials you use are outcomes based, and will lead to the achievement of the Unit Standards or Programme Purpose (for short courses).

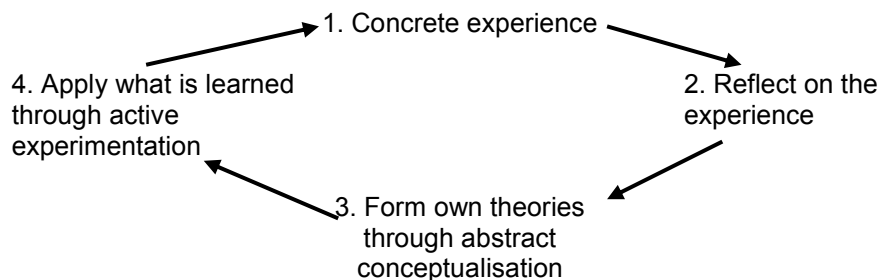
The criteria we are looking for are as follows:

### Content:

1. The content covered, and the skills developed are appropriate to achieving the outcomes.
2. The activities in your programme will lead to the achievement of your learning programme outcomes (and thus the specific outcomes of the unit standard).
3. The design is logical and cumulative (sections, knowledge and skills build on from each other)

### Training Methods:

1. Outcomes-based learning principles are applied. For example:
  - Learners are active participants in their own learning. That is: The materials should have exercises to enable learners to draw from and share their own experiences and work out and apply concepts for themselves.
  - Concepts are developed by the learners through participating; the focus is not only on what is learned but how it is learned, etc.
  - Skills are practised and applied (during the training) in a way that simulates reality.
  - Learners are given the opportunity to practice and reinforce new skills.
  - Learning relates directly to real life experience.
  - A variety of appropriate experiences, exercises, activities and methods are used, e.g.: role play, simulations, case studies, pen and paper, matching activities, activities with pictures, games.
  - Learners learn from each other.
  - Learners are able to draw from their previous experience
  - Materials should incorporate the experiential learning cycle:



That is:

- *Learners should be provided with a concrete learning experience (e.g. an exercise or activity) where they have the opportunity to sense and feel or perceive information.*
- *Learners should then reflect on what they have just experienced and gather more information.*
- *Learners should then conceptualise and theorise about what they have learned and generalise the learning (The trainer tops up any additional learning).*
- *They should then actively experiment with applying the learning to see if it works in other contexts. This occurs during the training and back in the workplace.*

## HWSETA Learning Programme Evaluation File

- Is learning formatively assessed during the learning programme? That is:
  - Do the formative exercises, tasks and activities contribute to the learners' learning and development?
  - Are learners given constructive feedback on these tasks and activities?

### Learning Materials:

1. The language and tone are appropriate:
  - E.g: Is the tone clear, direct, non-patronising, non-racist and non-sexist?
  - Has technical jargon been explained?
  - Is gender stereotyping avoided?
2. Visuals and layout are appealing and appropriate
  - E.g: Do the visuals contribute to the meaning, as opposed to being purely decorative?
3. The format of training materials is appropriate for its purpose.
  - E.g: Are there workbooks for learners, a facilitator's guide for the trainer, or multi-media items such as videos, etc. if they are needed

## SECTION 4: ASSESSMENT PRACTICES OF PROGRAMMES

The purpose of this section is to evaluate the extent to which your assessment practices (or methods) are outcomes based and in line with NQF requirements.

Short Course providers may decide to assess learners against their learning programme outcomes, or they may choose not to. This should depend on the nature and context of the programme. Learners' assessment results for Short Courses will not be endorsed by the HWSETA as they are not unit standards aligned. However, we encourage assessment of competence as it ensures that learning has taken place.

The criteria we are looking for are as follows:

1. The full range of unit standards or exit level outcomes are assessed and their relevant assessment criteria are applied. **SCP** 
  - All unit standards or exit level outcomes are assessed.
  - Each unit standard/exit level outcome is fully/adequately assessed.
2. The assessment practices are **valid**. That is, the assessment measures what it says it is measuring. Assessment activities and instruments test skills that match the outcomes to be assessed.
  - Types of assessment instruments used (interview, written test etc.) are appropriate.
  - The subject matter assessed relates to the relevant unit standards (or learning programme outcomes – for Short Courses).
  - Skills assessed relate to the relevant unit standards (or learning programme outcomes – for Short Courses).
  - The activities in the assessment simulate the conditions of actual performance as closely as possible.
3. The assessment practices are **fair**. That is, individual learners are not hindered or advantaged by factors not relevant to the outcomes being assessed.
  - Assessments are not biased in terms of ethnicity, gender, age, context etc.

## HWSETA Learning Programme Evaluation File

- Language used in assessment instruments is appropriate to the level of the learners.
  - Assessment results will not be affected by unequal resources/conditions during assessments.
  - Learners are adequately prepared for assessment events.
  - Formative (ongoing) assessment is used continuously to enhance the quality of teaching and learning.
  - Learners are given adequate support during assessment tasks (especially for longer-term assessments such as portfolio development).
  - Learners are given constructive feedback on assessment results.
  - Learners have the right to appeal.
4. The assessment practices are **reliable**. That is, there is consistency in the assessment system and the same judgements would be made by different assessors or in different contexts.
- Assessors are provided with clear assessment instructions and information in terms of preparing candidates, conducting assessments and scoring (assessment guides, pre-prepared assessment tasks and activities, marking memos, rubric's, observation sheets, guidelines for feedback to learners, etc.).
  - Assessment results are moderated.
5. Assessments are properly administered.
- Appropriate logistical arrangements are made (venue, equipment etc.)
  - Recording procedures are adequate and accurate.
  - Adequate security arrangements are made to avoid irregularities.
  - Assessment results are stored appropriately.

## SECTION 5 : PRACTITIONER EXPERTISE

The purpose of this section is to evaluate the extent to which your materials' developers, facilitators, assessors and moderators are equipped, experienced and qualified to design and develop, run, assess and moderate these programmes. This section also aims to find out what plans are in place to further develop staff to meet requirements, where this is necessary.

*(Where assessors are competent and experienced, they can be granted the status of Interim Assessors. Where they are competent, experienced, qualified and registered with the HWSETA, they can be granted the status of Constituent Assessor. Likewise for Moderators.)*

The criteria we are looking for are as follows:

1. Practitioners have relevant subject expertise.
2. Facilitator's (both internal and external) are equipped, experienced and qualified to facilitate your programme, offer learner support and manage quality control.
3. Materials' developers are competent in developing outcomes-based material.
4. Assessors are competent and qualified to assess learners in your programme.
5. Moderators are in place to moderate assessment
  - Assessment and moderation of a programme needs to be done by different people
  - Learners may be assessed and moderated by external providers – indicate where this is the case.
6. Staff members are competent to undertake management and administration tasks.
7. Plans are in place to further develop practitioners, where required.
8. Special equipment or facilities are provided if required.
9. Special health and safety features are provided if required.

## **SECTION 6: LEARNER SUPPORT PRACTICES**

The purpose of this section is to evaluate the extent to which you provide support for your learners before, during and after your training programme.

The extent of learner support is dependent on the nature and context of the programme. Providers offering full qualifications and longer skills programmes should offer extensive learner support before, during and after training. Providers offering short learning programmes will offer appropriate learner support.

The criteria we are looking for are as follows:

1. Support is offered to learners before the programme

For example:

- criteria for selecting and placing learners in the programme are available
- learners are provided with feedback on placement assessments
- bridging programmes
- orientation programmes
- guidance
- learners are counselled on the demands and outcomes of the programme

2. Support is offered to learners during the programme

For example:

- individual coaching
- mentoring
- programme design is flexible and can be adjusted to the special needs of particular learners or learning groups
- remedial attention
- additional academic support

3. Support is offered to learners after the programme

- follow-up
- mentoring
- placement assistance
- details about further education and training opportunities
- details about certification of the programme.

*NB: This should be the first page of your submission. Please do not submit the introductory pages.*

# **LEARNING PROGRAMME & SHORT COURSE EVALUATION FILE FORMS**

**January 2011**

<b>Name of Provider / Organisation</b>	
<b>Name of Programme</b>	



## Section 1: Provider Information

<b>Name of Provider / Organisation:</b>	
<b>Name of Programme submitted for approval / recognition:</b>	

<b>Are you applying for</b> 1.) Programme Approval (unit-standards based learning programme) or 2.) Programme Recognition (non-aligned, short course)	<b>Tick one:</b>
	1. 2.
<b>If you ticked 1. above, which qualification or unit-standard/s is your programme aligned with</b>	
_____	

<b>If you are accredited with HWSETA, please fill in your accreditation number:</b>
_____

<b>If you are a provider accredited by another SETA ETQA or Band ETQA please fill in the name of this ETQA and your accreditation number:</b>
_____

<b>Provider Postal Address</b>	
<b>Province</b>	
<b>Code</b>	

<b>Physical Address</b>	
<b>Province</b>	
<b>Code</b>	

<b>Co-ordinator / Director</b>	<b>Mr</b>	<b>Mrs</b>	<b>Ms</b>	<b>Dr</b>	<b>Prof</b>	<b>Other</b>	<b>Name:</b>
<b>Tel No:</b>	( )					<b>Fax No.:</b>	( )
<b>E-mail :</b>							

<b>Contact Person</b>	<b>Mr</b>	<b>Mrs</b>	<b>Ms</b>	<b>Dr</b>	<b>Prof</b>	<b>Other</b>	<b>Name:</b>
<b>Position</b>							
<b>Tel No:</b>						<b>Fax No.:</b>	
<b>E-mail :</b>						<b>Cell No</b>	

<b>Date of submission:</b>	
<b>Is this a first submission or re-submission?</b>	

<b>For office use only: Programme Evaluation #:</b>	
<b>Status:</b>	

## SECTION 2: ACHIEVING UNIT STANDARDS THROUGH YOUR OUTCOMES

2.1 What is the title of your programme?

2.2 What is the nature of your programme? Please tick one box.

<b>At the end of your programme, learners will have the following:</b>	✓
<b>Full qualification:</b> <i>Programme of learning leading to 120 credits (Certificate), 240 credits (Diploma) or 360 credits (Degree).</i>	
<b>Part Qualification / Skills Programme:</b> <i>Programme of learning that leads to the achievement of one or more unit standard registered on the NQF. It generally includes a large element of workplace or on the job training.</i>	
<b>Short course:</b> <i>A short learning programme that is non-credit bearing and not aligned to a unit standard.</i>	
<b>Learnership:</b> <i>Programme that includes a large element of workplace or on the job training, and leads to a qualification registered on the NQF. It aims at securing employment for the learner at the end of the programme.</i>	

2.3 List the Unit Standard numbers and titles that your programme achieves. (For qualifications, remember to indicate which unit standards are the fundamental, core and electives that you address in your qualification.) SCP

SLOT IN ADDITIONAL PAPER, IF NECESSARY, AFTER THIS PAGE.

Label it 2.3: Unit Standards

Unit Standard Number	Unit Standard Title	Fundamental (F) Core (C) Elective (E)	NQF Level	Official number of credits
12470	Write for a variety of different purposes		1	6

Unit Standard Number	Unit Standard Title	Fundamental (F) Core (C) Elective (E)	NQF Level	Official number of credits

2.4 What is the purpose of your programme?

2.5 a. Who is your programme aimed at? (I.e. describe your target group in terms of their educational level, language and literacy ability, socio-economic context (e.g. access to water and electricity) etc.)

b. What is the ratio of learners to trainer in your programmes? (What is the average number of learners you have in class at one time)?

2.6 In what way, if any, have you adapted your learning programme / short course to take into account the context of your target group?

2.7 How are entry requirements for learners determined? Please explain your answer fully.

2.8 How are learners, not meeting entry requirements, accommodated? (e.g. foundation courses, bridging courses, ABET, RPL, other) Please describe. SCP

## 2.9 Alignment of outcomes to unit standards

The purpose of this question is to assess the extent to which you have developed clear and measurable learning programme outcomes. This question also evaluates the manner in which your Learning Programme Outcomes lead logically to the achievement of the specific outcomes in the unit standard/s.

- a. In the column labelled: “ **Module / Section / Days**” – Please break down the programme into Days, modules and/or sections – so that we can get an idea of what is dealt with in your programme and the order in which it is dealt with. The order of information in this column should be the same order in which you conduct your programme.
- b. In the column labelled: “Your learning programme outcomes” - In order to achieve the specific outcomes in the unit standard you need to break down the specific outcomes into enabling outcomes (or step-by-step building blocks that learners need to go through in order to become competent in the specific outcomes). These are called your Learning Programme Outcomes. Each Specific Outcome is usually achieved by a number of Learning Programme Outcomes. In this column please write down your Learning Programme Outcomes in the order that they are addressed in your learning programme or short course.
- c. In the column labelled: “**Specific Outcomes**” - Please write the specific outcomes number and the actual Specific Outcome (as they are listed in the Unit Standard) that your own learning programme outcomes will achieve. SCP ☒
- d. In the column labelled: “**Embedded knowledge / Range Statement / CCFO**” Please indicate which of these (if any) your learning programme outcomes will achieve. SCP ☒

### **Please note:**

- You may have additional learning programme outcomes that are important for your own programme, but that do not directly match with any specific outcomes from the unit standards. (Please include these as well. See example on the next page, second line)

### **Instructions for short course providers:**

- Please complete the first two columns.

2.9 Alignment of outcomes to unit standards

<b>Details of Modules / Sessions / Days</b>	<b>Your Learning Programme outcomes or Course Outcomes (that will lead to the achievement of the specific outcomes)</b>	<b>Specific Outcomes (and SO number) (taken from the Unit Standard)</b> <i>SCP</i> ☒	Embedded knowledge, Range statement or CCFO <sup>6</sup> <i>SCP</i> ☒
E.g: <b>Programme:</b> Train the Trainer <b>Module 1:</b> Adult Learning Principles <b>Day 1</b>			
	Describe the characteristics of adult learners and the implications of these for training.	US 5.02 SO 1 : Use knowledge and theory to develop facilitation skills	
	Demonstrate and apply different ways of learning different material	No specific outcome	Embedded knowledge
	Describe different thinking styles and how this determines how people learn. Etc.	US 5.02 SO 1: Use knowledge and theory to develop facilitation skills	

<sup>6</sup> Critical Cross-field Outcome  
 Final Version 1 – October 2004

<b>Details of Modules / Sessions / Days</b>	<b>Your Learning Programme outcomes or Course Outcomes (that will lead to the achievement of the specific outcomes)</b>	<b>Specific Outcomes (and SO number) (taken from the Unit Standard)</b> <i>SCP</i> ☒	Embedded knowledge, Range statement or <b>CCFO<sup>6</sup></b> <i>SCP</i> ☒

- 2.10 a. Please give a comprehensive breakdown of the time / duration of your programme. (That is hours / days of actual training. Do not include time spent on summative assessment. If possible please give an indication of time spent on each module / section.)

*For example:*

*Duration: Duration of Assessor Training Programme - 4 days (7 hours / day)*

<i>Introductions etc.</i>	<i>Expectations / Overview of Unit standard etc.</i>	<i>1 hour</i>
<i>Module 1</i>	<i>The purpose and principles of assessment</i>	<i>2 hours</i>
<i>Module 2</i>	<i>Overview of assessment</i>	<i>1 hour</i>
<i>Module 3</i>	<i>Planning for the assessment and preparing the candidate</i>	<i>6 hours</i>
<i>Etc...</i>		

- 2.10 b please indicate what activities / practical exercises / assignments / practice etc. learners will be involved in, outside of the programme contact time (before they are summatively assessed. Please also indicate approximate time to be spent on these.

*For example:*

<i>There are short assignment questions for the learner to answer every night as part of formative summative). These are reviewed each morning.</i>	<i>± 1 – 2 hours per night</i>
<i>Etc ...</i>	

2.11 Please give at least one example of how you develop critical cross-field outcomes in your programme?

Note:

- Programmes may achieve critical outcomes not only through the content they cover, but also through the training methods they use.

<b>Critical Cross-field outcomes</b>	<b>Examples of activities or methods used in your programme that lead to the achievement of critical cross-field outcomes.</b>



## SECTION 3: CONTENT, METHODS, LEARNING MATERIALS AND ASSESSMENT

### Sample of Training

In order for us to evaluate your content, methods and learning materials, we need to see a sample of your training material and methods used.

#### ***Instructions for providers of aligned programmes:***

For **every** unit standard covered in your programme or qualification, you need to do the following: Choose one specific outcome from the unit standard. If the unit standard contains practical components or practical skills, you need to choose a specific outcome that is practical / demonstrable / observable. Provide the evidence required in 3.1 a – e for one specific outcome in every unit standard addressed.

#### ***Instructions for Short Course Providers:***

Choose one of your learning programme outcomes, preferably one that is practical / demonstrable / observable. Provide the evidence required in 3.1 a, c-e.

Provide the following information and documentation:

- 3.1 State the specific outcome that you have chosen. (*Short course providers state the learning programme outcome chosen*)
- 3.2 What are your learning programme outcomes / course outcomes that will lead to the achievement of this specific outcome. SCP ☒
- 3.3 Provide all the relevant pages from the learners' workbook / manual that deal with this particular outcome. (*We understand that this material might come from different parts of the workbook. Therefore, if necessary, add in a short narrative to explain where the sections fit in, in order to demonstrate the logic to us.*)
- 3.4 Explain what methods / processes are used to achieve the learning of this specific outcome. Relevant pages of facilitator's notes / trainer's guide are the most useful for us to evaluate methodology. However, if you do not have a written-up facilitator's guide, you may write explanatory notes giving details of what the trainer does and what the learners do in order to achieve this specific outcome.
- 3.5 How do you formatively assess learners during the programme to monitor their learning towards this specific outcome? Indicate which exercises, tasks and activities constitute your formative assessment of this specific outcome.

**NB: Please slot this information in after this page. Do not add it as an annexure at the back.**

Label these documents: **Sample of Training**

Provide the information required and label each section accordingly as **3.1; 3.2 etc.**

## SECTION 4 : ASSESSMENT PRACTICES OF PROGRAMMES

### *Instructions for Short Course Providers:*

Short Course providers who are assessing competence of learners should complete all questions in this section. Short course providers who are not assessing learners should only complete **question 4.1** (on formative assessment).

4.1 Provide a description of the assessment methods you use **during the programme** i.e. formative assessment. (Explain what you do to formatively assess learners (e.g. simulations, practicals, observations, role-plays, pen & paper, assignments), how you do it and when you do it.)

4.2 Provide a detailed description of the assessment methods you use **at the end of the programme** (summative assessment). (Explain what you do to summatively assess learners, how you do it and when you do it.)

4.3 How are learners prepared and supported for the assessment?

4.4 Who conducts your assessments? (individual trainer, panel, etc.)

4.5 Is the assessment moderated? If so, how?

4.6 How are learners given feedback?

4.7 Are learners given the opportunity to appeal? If so, please explain the procedure.

4.8 What logistical arrangements are made for your assessments? (venue, equipment, recording procedures, security arrangements, procedures for storing results etc.)

4.9 To further assist us with our evaluation of your assessment practices, please do the following:

Refer back to the sample of training materials you provided in Section 3.1. Provide **all** the necessary assessment documentation to demonstrate how the specific outcome chosen in Section 3 is summatively assessed<sup>7</sup>. (*Documentation might include the following: Assessment Guide; pre-assessment meeting checklist; assignment topics, portfolio of evidence requirements; assessment tasks and activities; instructions for practical demonstrations; observation sheets; marking memoranda; rubric's etc.*) Explain how each of these documents is used.

**Instructions for Short Course Providers:**

You will provide evidence to demonstrate how one of your learning programme outcomes (chosen in Section 3) is summatively assessed.

**NB: Please slot this information in after this page. Do not add it as an annexure at the back.**

Label these documents: **4.9: Sample of Assessment Practices**

---

<sup>7</sup> The majority of assessments are integrated, which means that the documentation you provide is unlikely to refer to only one specific outcome. The evidence provided must be sufficient for the evaluators to see the extent to which all aspects of the chosen specific outcome are fully assessed.

## SECTION 5: PRACTITIONER EXPERTISE

### 5.1 Practitioner details

Please provide information on the following: your trainer / facilitators, assessors, moderators, materials developers (indicate if this is an in-house function or if it is out-sourced), and any other relevant staff members (e.g. administrators, financial manager, manager)

**Please note:**

- If the programme is delivered by a number of part time facilitators, please indicate who is responsible for overall delivery.
- If there are many facilitators, please provide the details of at least 4 facilitators as examples.
- Names can appear in more than one place in the table below. That is, a practitioner may be a trainer and an assessor, etc.
- However, a programme cannot be assessed and moderated by the same person.
- Use additional pages if necessary.

Name of person	Main role / function in this programme	Formal qualifications / relevant training programmes attended	Experience and expertise in this area
E.G.: L Trainer	<ul style="list-style-type: none"> <li>• Materials development</li> <li>• Facilitator / trainer</li> <li>• Manage other trainers</li> </ul>	<ul style="list-style-type: none"> <li>• BA(Hons) Psychology (Wits) 1985</li> <li>• Train-the-trainer programmes attended through AAA Consultants (1990-91)</li> </ul>	<ul style="list-style-type: none"> <li>• Training trainers for 10 years</li> <li>• Design and develop our own material to train trainers</li> <li>• Previously trained managers for ZZ Company (1986-1989) (so have OD training experience as well)</li> </ul>
<b>DETAILS ABOUT FACILITATORS:</b>			

Name of person	Main role / function in this programme	Formal qualifications / relevant training programmes attended	Experience and expertise in this area
<b>DETAILS ABOUT FACILITATORS cont:</b>			

Name of person	Main role / function in this programme	Formal qualifications / relevant training programmes attended	Experience and expertise in this area
<b>DETAILS ABOUT ASSESSORS:</b>			



Name of person	Main role / function in this programme	Formal qualifications / relevant training programmes attended	Experience and expertise in this area
<b>DETAILS ABOUT MODERATORS:</b>			
<b>DETAILS ABOUT MATERIALS DEVELOPER/S FOR THIS PROGRAMME:</b>			

Name of person	Main role / function in this programme	Formal qualifications / relevant training programmes attended	Experience and expertise in this area
<b>DETAILS ABOUT OTHER RELEVANT STAFF MEMBERS:</b>			

## 5.2 Registration details for Assessors

Please complete the form below for all your assessors. Please be sure to include the Official Assessor Registration number for those assessors who are registered with the ETDP SETA as qualified assessors against the generic assessor standard. Add additional pages if necessary.

DETAILS REQUIRED	NAME 1	NAME 2	NAME 2
Assessor's Name			
National ID number			
Gender			
Home Language			
Phone Number			
Email address			
Name of SETA ETQA			
Official Assessor Registration Number			

DETAILS REQUIRED	NAME 4	NAME 5	NAME 6
Assessor's Name			
National ID number			
Gender			
Home Language			
Phone Number			
Email address			
Name of SETA ETQA			
Official Assessor Registration Number			

### 5.3 Registration details for Moderators

Please complete the form below for all your assessors. Please be sure to include the Official Assessor Registration number for those assessors who are registered with the ETDP SETA as qualified assessors against the generic assessor standard. Add additional pages if necessary.

<b>DETAILS REQUIRED</b>	<b>NAME 1</b>	<b>NAME 2</b>	<b>NAME 2</b>
<b>Moderator's Name</b>			
<b>National ID number</b>			
<b>Gender</b>			
<b>Home Language</b>			
<b>Phone Number</b>			
<b>Email address</b>			
<b>Name of SETA ETQA</b>			
<b>Official Moderator Registration Number</b>			

<b>DETAILS REQUIRED</b>	<b>NAME 4</b>	<b>NAME 5</b>	<b>NAME 6</b>
<b>Moderator's Name</b>			
<b>National ID number</b>			
<b>Gender</b>			
<b>Home Language</b>			
<b>Phone Number</b>			
<b>Email address</b>			
<b>Name of SETA ETQA</b>			
<b>Official Moderator Registration Number</b>			

#### 5.4 Development Plans for staff members

What training / development plans do you have in place to further develop your practitioners (facilitators, assessors, moderators, etc.) to meet requirements or become more competent in their field?

The purpose of this question is for you to indicate what steps your organisation is taking, if any, to improve the skills of facilitators, assessors, moderators, materials developers and any other relevant staff members.

NAME OF PERSON	DETAILS ABOUT DEVELOPMENT PLAN OR TRAINING THIS PERSON WILL BE ATTENDING

5.5 Please describe any special equipment or facilities which you provide in line with specific programme requirements:

5.6 Please describe any special health and safety features which you ensure in line with programme requirements:

## **SECTION 6: LEARNER SUPPORT PRACTICES**

- 6.1 What support, if any, do you provide for learners before embarking on your programme? (e.g. guidance; counselling; bridging programmes; orientation programmes)
- 6.2 What support, if any, do you provide for learners during your programme? (e.g. individual coaching; mentoring; catering for special needs; remedial attention; additional academic support)
- 6.3 What support, if any, do you provide for learners after your programme? (e.g. follow-up; mentoring; placement assistance; details about further education and training opportunities; details about certification of the programme)

## CHECKLIST

The following is a checklist of all the information you need to provide. Please go through the checklist very carefully and ensure all the required information is there, before submitting your forms for evaluation.

<b>Requirements</b>	✓
<b>SECTION ONE: Provider Information</b>	
1. Have you completed Section 1 on Provider Information? (1)	
2. Have you written the date that you submit the file to the SETA?	
<b>SECTION TWO: ACHIEVING UNIT STANDARDS THROUGH YOUR OUTCOMES</b>	
3. Have you completed the questions on title the title and nature of your programmes? (2.1, 2.2)	
4. Have you listed the Unit Standard numbers, titles and credits that your programme achieves? (2.3)	
5. Have you completed the questions about your programme purpose (2.4) and target group? (2.5)	
6. Have you explained how you have adapted the unit standards for your context? (2.6)	
7. Have you answered the questions about entry level requirements? (2.7, 2.8)	
8. Have you completed the table, which demonstrates how your programme outcomes are aligned with the Unit Standard Specific Outcomes(2.9) ( <i>Short courses just list learning programme outcomes</i> )	
9. Have you given a comprehensive breakdown of time for your programme? (2.10)	
10. Have you given an example of how you develop critical cross-field outcomes in your programme? (2.11)	
<b>SECTION THREE: CONTENT, METHODS AND LEARNING MATERIALS</b>	
11. Have you included the sample of training materials and methods in the required format, and in response to questions 3.1 – 3.5? <ul style="list-style-type: none"> <li>• Have you labelled each section clearly?</li> <li>• Have you inserted the submission directly after the instructions for Section 3 (and not as an annexure)?</li> </ul>	
<b>SECTION FOUR: ASSESSMENT PRACTICES OF PROGRAMMES</b>	
12. Have you provided an overview of the assessment methods you use during your programme (4.1) and at the end of your programme (4.2)	
13. Have you answered in full the questions relating to the following: <ul style="list-style-type: none"> <li>• Preparing learners for assessment (4.3);</li> <li>• Who conducts assessment (4.4);</li> <li>• Details about moderation (4.5);</li> <li>• Details about feedback to learners (4.6);</li> <li>• Appeal procedure details (4.7);</li> <li>• Logistical arrangements (4.8)</li> </ul>	
14. Have you provided all the necessary assessment documentation to demonstrate how one of the specific outcomes chosen in Section 3 is summatively assessed?(4.9). <ul style="list-style-type: none"> <li>• Have you labelled each section clearly?</li> <li>• Have you inserted the submission directly after the instructions for Question 4.9 (and not as an annexure)?</li> </ul>	



<b>SECTION FIVE: PRACTITIONER EXPERTISE</b>	
15. Have you completed the table on Practitioner details? (5.1) Have you included information about facilitators, assessors, moderators, materials' developers and other relevant staff members?	
16. Have you provided us with the registration details of your assessors and moderators (if they are registered)? (5.2, 5.3)	
17. Have you provided us with information about how you intend to develop the skills of your staff, where this is required? (5.4)	
18. Have you described special equipment or facilities which you provide (5.5) and special health and safety features you provide (5.6) in line with programme requirements.	
<b>SECTION SIX: LEARNER SUPPORT PRACTICES</b>	
19. Have you completed the questions about the support you provide for learners before, during and after they attend your programmes? (6.1, 6.2, 6.3)	
<b>ADMINISTRATION</b>	
20. Have you made a photocopy of your submission for your own records?	
21. Have you taken a dark black pen or koki and numbered every page of this submission (including the pages of the form) consecutively?	