

**TETA LEARNING  
PROGRAMME EVALUATION  
SELF ASSESSMENT FORM**



**NAME OF PROVIDER:** \_\_\_\_\_

**DATE SUBMITTED:** \_\_\_\_\_

**(For Office Use)**

**RECEIVED BY:** \_\_\_\_\_

**DATE RECEIVED:** \_\_\_\_\_

**ACCREDITATION REFERENCE No.:** \_\_\_\_\_

## INTRODUCTION AND CRITERIA

### Introduction

The end result of learning taking place should be that the learners are declared competent against the outcomes stated in the relevant unit standards. The learners will receive credits that will be recorded on the National Learner Record Database and receive certificates. In order to achieve this, a provider must, besides meeting other TETA criteria, be able to develop or acquire appropriate learning material for the respective programme which must be aligned to the associated unit standard. This learning programme will be evaluated against criteria that have been agreed on by industry experts on the development of learning programmes.

This self-assessment form is a tool to assess the standard of your own material.

### Criteria for the submission of a Learning Programme

The Learning Programme must consist of a minimum of three components (normally separate books), namely:

1. A Facilitators Guide that will provide the facilitator on how the programme will be delivered, what aids to use and what time tables should be followed. Other areas that might be included are introduction notes and general instructions.
2. A learner guide with relevant information to cover the specific outcomes, essential embedded knowledge and cross-field outcomes. Appropriate exercises, projects, self-tests, group exercises and role-plays can be included or put in a separate workbook.
3. An Assessment Guide is of utmost importance. This is a guide to the assessor on how to evaluate the learner's competence against the specified outcomes. Depending on the unit standard, it may be very specific or it may leave the exact method of assessment to the discretion of the assessor.

## Holistic Approach

The evaluation of the learning material is only part of the approval process. The provider must also be able to supply evidence of the following:

1. Are there sufficient trainers/facilitators who are suitably qualified and have sufficient experience to provide the training?
2. Are there sufficient qualified and registered assessors to do the learner assessments?
3. Are there suitable facilities to provide the training?
4. If required, is the appropriate equipment available.

In the initial accreditation process the above will be covered by the site visits. However, the above must be determined during any application for the extension to the initial accreditation.

## Documents to be Submitted on Application for Programme Approval.

The following must be submitted on application:

1. Learning Material
2. Completed and signed self assessment form (This document).
3. TETA Accreditation Application Form.
4. Names of trainers/facilitators for the programmes with concise CV's
5. Names of assessors to be utilised for the programme with proof of competence and or registration.

## Process

1. Documents outlined above to be submitted to TETA by hand, post or courier.
2. If delivered by hand, an acknowledgement of receipt will be given. If no one is available to acknowledge receipt or if material is delivered by any other means, then an acknowledgement of receipt will be issued within 5 working days.

3. An initial assessment of the programme material will be conducted by TETA ETQA personnel. If found to meet basic TETA criteria, the material will be forwarded to a suitable Learning Programme Evaluator (LPE). If not, it will be referred back to the provider.
4. On receipt of material from the LPE the report will be forwarded to the provider. If programme is recommended for accreditation, it will be submitted to the TETA Quality Assurance Committee for approval, Otherwise it will be referred back to the provider for rectification.
5. The TETA MIS will be updated accordingly.

### Conclusion

It is hoped that through this process, a higher quality of training will be achieved with both the learner and the provider benefiting from an improved system

## Criteria and Self Assessment Form for Provider QMS Document

Conforming Requirements	Evidence Guidelines	Y	N	Comments
<b>1. Programme Evaluation</b>	<ul style="list-style-type: none"> <li>▪ <u>Programme Name</u>: Does the name of the Programme clearly describe what the learning programme is all about?</li> </ul>			
	<ul style="list-style-type: none"> <li>▪ <u>Programme Description</u>: Does the programme describe how the newly acquired skill will fit into the organisation's career path/learning pathway?</li> </ul>			
	<ul style="list-style-type: none"> <li>▪ <u>Programme Purpose</u>: Does the programme purpose statement clearly describe what has been designed to achieve?</li> </ul>			
	<ul style="list-style-type: none"> <li>▪ <u>Entry Level Requirements</u>: Is there a clear indication of what learning is assumed to be in place&gt; i.e. previous qualifications, job knowledge</li> </ul>			
<b>2. Comparison of Learning Programme against Unit Standards</b>	<ul style="list-style-type: none"> <li>▪ <u>Unit Standard</u>: Are the following stated:                             <ul style="list-style-type: none"> <li>- Title of Unit Standard</li> <li>- Unit Standard Number</li> <li>- Credits</li> <li>- NQF Level</li> <li>- Review Date</li> </ul> </li> </ul>			
	<ul style="list-style-type: none"> <li>▪ <u>Status of Unit Standard</u>: Are the unit standards, against which the learning programme has been aligned, registered on the NQF?</li> </ul>			

Conforming Requirements	Evidence Guidelines	Y	N	Comments
	<ul style="list-style-type: none"> <li>▪ <u>Outcomes contained in the Unit Standard:</u> Which outcomes, contained in the unit standard, will be covered by the learning programme?</li> <li>▪ Does the overall learning programme address all the outcomes contained in the unit standard?</li> </ul>			
	<ul style="list-style-type: none"> <li>▪ <u>Programme Articulation:</u> Does the learning programme give a clear indication of whether it:               <ul style="list-style-type: none"> <li>- Compliments another programme?</li> <li>- Is a pre-requisite for another programme?</li> <li>- Provides entry to another programme?</li> <li>- Provides similar content &amp; credit value to another programme</li> </ul> </li> </ul>			
	<ul style="list-style-type: none"> <li>▪ <u>Learning Pathways:</u> Does the learning programme give a clear indication of whether it:               <ul style="list-style-type: none"> <li>- Allows entry to certain positions?</li> <li>- Is required for job specific training?</li> <li>- Is linked to other vocations/qualifications?</li> </ul>               Does the learning programme:               <ul style="list-style-type: none"> <li>- Provide a list of current job-skills it serves to enhance?</li> </ul> </li> </ul>			
<b>3. Programme Design and Delivery</b>	<ul style="list-style-type: none"> <li>▪ <u>Learning Outcomes:</u> Have the outcomes contained in the unit standard been translated into well-formulated learning outcomes for each module? (verb, noun and qualifying statement)</li> </ul>			
	<ul style="list-style-type: none"> <li>▪ <u>Delivery Method:</u> Are there sufficient activities to facilitate and enhance the learning process i.e. group/individual, self study, on-job/practical, videos, slide-shows, exercises.</li> </ul>			

Conforming Requirements	Evidence Guidelines	Y	N	Comments
	<ul style="list-style-type: none"> <li>▪ <u>Workplace Experience</u>: Are opportunities provided for practical reinforce reinforcement within the structured work environment?</li> </ul>			
	<ul style="list-style-type: none"> <li>▪ <u>Prescribed Content</u>: Is the prescribed content clearly defined i.e. textbooks, research and additional sources?</li> </ul>			
	<ul style="list-style-type: none"> <li>▪ <u>Training / Learning Activities</u>: Is there sufficient variety to facilitate and enhance the learning process i.e. case studies, role-plays, observation, on-site monitoring?</li> </ul>			
	<ul style="list-style-type: none"> <li>▪ <u>Media Aids and Equipment</u>: Is there an indication of the types of media, aids and equipment that should be used by the facilitator to enhance the learning process?</li> </ul>			
	<ul style="list-style-type: none"> <li>▪ <u>Equipment Required in the Work Place or Elsewhere</u>: Is there an indication of the types of equipment the learner may require for on-site demonstrating or learning e.g. Fork Lift Truck.</li> </ul>			
	<ul style="list-style-type: none"> <li>▪ <u>Quality finish of Product</u>: <ul style="list-style-type: none"> <li>- Is the sequence technically correct?</li> <li>- Does it suit the entry level?</li> <li>- Is the content well structured?</li> <li>- Is it a workbook or textbook?</li> <li>- Does it allow for self-evaluation?</li> <li>- Is there an assessor's guide and a learner's workbook?</li> <li>- Font size and type – is it suitable?</li> <li>- Is the editing technically correct?</li> <li>- Are the pages numbered?</li> <li>- Are the modules easily numbered?</li> </ul> </li> </ul>			

In the case of an accredited provider applying for an extension to their scope of training, the following information is required

Conforming Requirements	Evidence Guidelines	Y	N	Comments
4. Assessment	<ul style="list-style-type: none"> <li>▪ Is the following in place?                             <ul style="list-style-type: none"> <li>- Assessment approach in terms of frequency, task types, nature of evidence required, feedback mechanisms and format of final assessment results.</li> </ul> </li> <li>▪ Are registered assessors available for the learning programme?</li> <li>▪ How will the programme be moderated?</li> </ul>			
6. Facilities and Equipment	<ul style="list-style-type: none"> <li>▪ Are appropriate and sufficient facilities available for the learning programme?</li> <li>▪ Is there appropriate and sufficient equipment available for the learning programme/s?</li> </ul>			
7. Staffing Requirements	<ul style="list-style-type: none"> <li>▪ Are there sufficient trainers/facilitators that are appropriately qualified and experienced to conduct the learning programme/s (Attach list of trainers with CV's to application form)</li> </ul>			

I certify that the above information is correct:

\_\_\_\_\_  
Signature: Responsible Person

Date: \_\_\_\_\_

Name and Position: \_\_\_\_\_