

**LEARNING PROGRAMME APPLICATION FORM: VERSION
3.0/2014**

Section 1: Provider Information

Name of Skills Development Provider:	
Name of Programme submitted for approval:	
Facilitator/s: <ul style="list-style-type: none"> ◆ ID number ◆ HWSETA registration number/s NB: Must have the facilitation certificate.	
Assessor/s: <ul style="list-style-type: none"> ◆ ID number ◆ HWSETA registration number/s NB: must be registered for the same programme applied for	
Moderator/s <ul style="list-style-type: none"> ◆ ID number ◆ HWSETA registration number/s NB: must be registered for the same programme applied for	

Type of application 1.) Primary Accreditation 2.) Secondary Accreditation 3.) Extension of Scope	Tick one: 1.
	2.
	3.

HWSETA Accreditation number (for extension of scope)

Primary SETA accreditation number (for programme approval)

Provider Postal Address	
Province	
Code	
GPS Coordinates	

Physical Address	
Province	
Code	

Director	Mr	Mrs	Ms	Dr	Prof	Other	Name:
Tel No:	()					Fax No.:	()
E-mail :							

Date of submission:	
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Section 2: Qualification or skills programme/s applied for:

2.1

Name of qualification or	
SAQA qualification ID	
NQF Level	
Credits	

NB: List all the electives unit standards that you chose from these qualification

2.2

Name of Skills Programme applied for				
Unit Standard Title	Unit standard type (F-fundamental) (C-Core) (E-Elective)	SAQA ID	NQF Level	Credits

2.3 List the electives unit standards chosen of the full qualification.

e.g. Write for a variety of different purposes	e.g. 12470	1	6

2.2 What is the purpose of your skills programme/qualification?

2.3 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.).

2.3 b) What is the assessor to learner ratio for the programme? (Accepted HWSETA ratio 1:30)

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

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

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

2.7 Guideline for the alignment of outcomes to unit standards (to be implemented in 2.7.1)

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.

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)

2.7 .1. Alignment of outcomes to unit standards

Module Title	Your Learning Programme outcomes (that will lead to the achievement of the specific outcomes)	Specific Outcomes (and SO number) (taken from the Unit Standard)	Embedded knowledge , Range statement or CCFO ¹
E.g.: Programme: Train the Trainer Module 1: Adult Learning Principles			
	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	

¹ Critical Cross-field Outcome

Module Title	Your Learning Programme outcomes (that will lead to the achievement of the specific outcomes)	Specific Outcomes (and SO number) (taken from the Unit Standard)	Embedded knowledge , Range statement or CCFO ¹

2.8a **Roll out plan:** Please give a comprehensive breakdown of the time / duration of your programme. (That is hours / days of actual training. 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>Module No. and Name</i>	<i>Unit Standards aligned to</i>	<i>Topics to be covered in class</i>	<i>Topics to be covered at the workplace</i>	<i>Time Allocated</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>				

2.8b Please indicate what activities e.g. / practical exercises / assignments, etc. learners will be involved in, outside of the programme contact time (before they undergo summative assessment. 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>	

2.9 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.

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

SECTION 3: CONTENT, METHODS, LEARNING MATERIALS AND ASSESSMENT

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

Instructions for Skills Development Providers of aligned programmes:

Submit all unit standards covered in your programme or qualification. Make sure that you cover all specific outcomes of a unit standard.

NB: Please submit the entire learning programme, with the documents:

- Learner Guide,
- Facilitator's Guide,
- Assessment Guide,
- Moderator Guide,
- Learner Workbook,
- Assessment instruments and marking guides;
- Workplace Guide.

SECTION 4: ASSESSMENT PRACTICES OF PROGRAMMES

Skills Development Providers who are assessing competence of learners should complete all questions in this section.

- 4.1 Provide detailed description of the assessment methods you use **during the programme** i.e. formative assessment. (Explain what you do to conduct formative assessment (e.g. simulations, practical exercises, observations, role-plays, pen & paper, assignments), how you do it and when you do it).
- 4.2 Provide detailed description of the assessment methods you use **at the end of the programme** (summative assessment). (Explain what you do to conduct summative assess learners, how you do it and when you do it.)
- 4.3 How are learners prepared and supported for the assessment?
- 4.4 How is learner assessments conducted?
- 4.5 How is the assessment moderated?
- 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 arrangements are made for your assessments? (Venue, equipment, security arrangements, procedures for storing POEs and results etc.)
- 4.9 To further assist us with our evaluation of your assessment practices, please do the following:

Refer back to the training materials you provided in Section 3.1. Provide **all** the necessary assessment documentation to demonstrate how each specific outcome is summatively assessed². (*Documentation should 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.

SECTION 5: LEARNER SUPPORT PRACTICES

² 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.

- 5.1. What support, if any, do you provide for learners before embarking on your programme? (e.g. guidance; counselling; bridging programmes; orientation programmes)
- 5.2. 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)
- 5.3. 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.

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

SECTION FIVE: PRACTITIONER EXPERTISE	
16. 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.	
SECTION SIX: LEARNER SUPPORT PRACTICES	
17. 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)	