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# CRITERIA & GUIDELINES

# Programme Strategy Design

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## Criteria & Guideline: Introduction

### 1. Use of the Criteria & Guideline Document

#### 1.1 Content of the Criteria & Guideline Document

The *Criteria an Guideline* document covers the following aspects regarding the design of a programme strategy for THETA Programme Evaluation purpose:

- 1 Programme Strategy Model
- 2 Programme Strategy Design
- 3 Implementation
- 4 Programme Evaluation

#### 1.2 Additional Resources

Please refer to the THETA web-site at [www.theta.org.za](http://www.theta.org.za) for the following additional resources that may assist you:

No	Resource	Purpose
2	ETD QMS	Overview of the ETD QMS requirements with specific reference to the policies, processes and review mechanisms that should be in place in the accredited provider environment
4	Outcomes Based Unit Standard Analysis	Overview of a sound design strategy that will allow the designer to get to the point of identifying a programme strategy

## Criteria & Guidelines: Programme Strategy



### 1.3 Additional Support

The **THETA web-site** is [www.theta.org.za](http://www.theta.org.za) and contains all the policy documents and resources mentioned in this document. All **unit standards and qualifications** within the THETA accreditation scope may also be found on the THETA web-site.

Should any further assistance be required, the **THETA Call Centre** may be contacted at **0860 100 221**




Alternatively, a **THETA Quality Assuror** will be able to assist potential providers in queries at:

Tel: (011) 217 0600.

Fax: (011) 783 7745

Email: [theta@theta.org.za](mailto:theta@theta.org.za)

### 1.4 Navigating the Criteria & Guideline document Learner Pack Support

Icon	Use
	Legal / policy requirement
	Tips & Truths
	Templates & Checklists

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## 2. Introduction to the Criteria and Guideline Document

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### 2.1 Purpose of the Document

The purpose of this document is to provide a general description on the completion of a Programme Strategy Document.

### 2.2 Purpose of the Programme Strategy

The Programme Strategy Document provides an overview of the learning programme, its components and the context within which it is presented. It acts as a guide to the ETD practitioner and learner on the learning programme, standards and expectations.



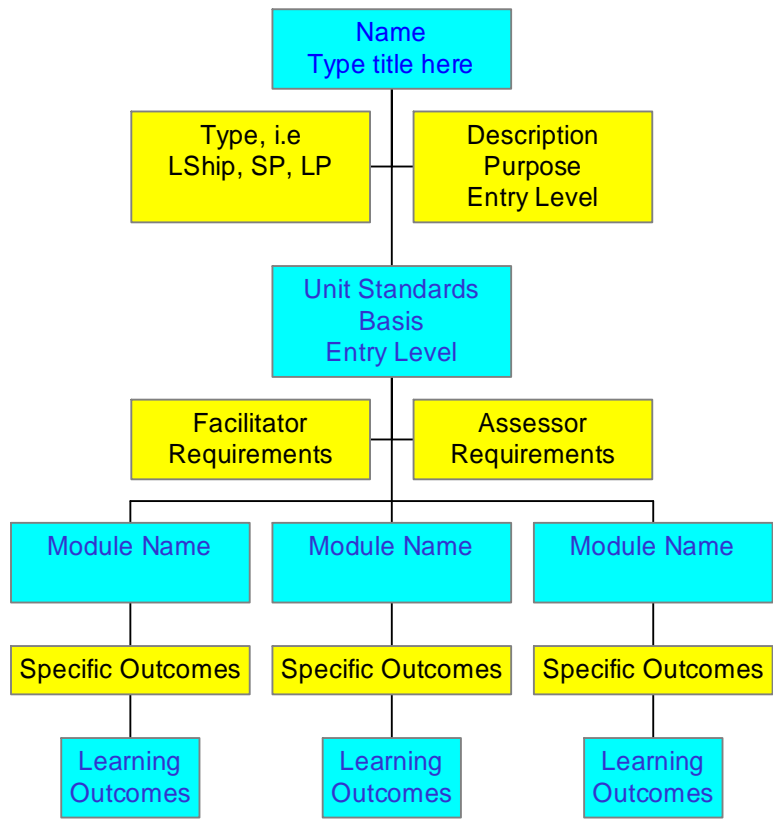
**Tip:**

The Programme Strategy document is part of the evidence of learning programme alignment to Outcomes Based format.

## 1. A Programme Strategy Model

### 1.1 A Graphic Model

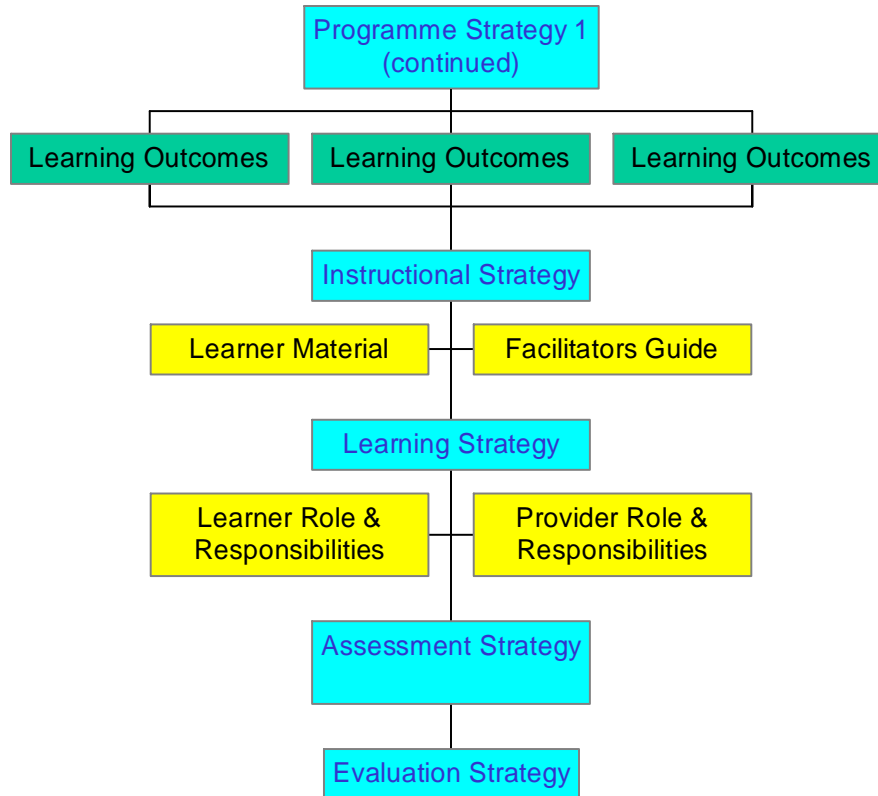
Section 1 ....



# Criteria & Guidelines: Programme Strategy



## Section 2 ...



## 2. Programme Strategy Design



### Policy Analysis:

THETA ETQA will perform an evaluation of all learning programmes within its legislated scope of learnerships, qualifications, skills programmes and unit standards, regardless of whether the provider is accredited by THETA, or not.

### 2.1 Overview of the Content

The table below provides an overview of the Learning Programme Strategy:

Section	Title	Content
1	Programme Overview	<ul style="list-style-type: none"> <li>• Programme Name</li> <li>• Programme Description</li> <li>• Programme Purpose</li> <li>• Entry level requirements</li> <li>• Target Population Analysis</li> </ul>
2	Unit Standard Alignment	<ul style="list-style-type: none"> <li>• Unit Standards</li> <li>• Learning Outcomes</li> <li>• Programme Articulation</li> </ul>
3	Programme Design And Delivery	<ul style="list-style-type: none"> <li>• Learning Strategy</li> <li>• Workplace experience / instructional learning</li> <li>• Time allocation per module</li> <li>• Prescribed content / reading / learner material</li> <li>• Delivery Strategy</li> <li>• Media, aids, equipment</li> </ul>
4	Assessment Strategy	<ul style="list-style-type: none"> <li>• Assessment Strategy</li> <li>• Methods of Assessment</li> <li>• Instruments &amp; Implementation</li> <li>• RPL Opportunities</li> </ul>
5	Learner Support Information	<ul style="list-style-type: none"> <li>• Learner role &amp; responsibilities</li> <li>• Provider Role &amp; Responsibilities</li> </ul>
6	Programme Evaluation	<ul style="list-style-type: none"> <li>• Programme evaluation</li> <li>• Facilitator evaluation</li> <li>• Logistic evaluation</li> </ul>

## Criteria & Guidelines: Programme Strategy



### 2.2 Section 1: Programme Overview

The table below describes the information to be included under each section of the Programme Overview

Topic	Description
Programme Name	Programme name must reflect what the learning programme is about.
Programme Description	Description of the programme and its location in the bigger context, i.e. how the newly learnt skill will fit into the organization career paths.
Programme purpose	What the programme is designed to achieve, i.e. overall purpose/function
Entry level requirements	Learning assumed to be in place, i.e. previous qualifications, job knowledge, job level required.
Target Population Analysis	Who is the programme aimed at – vocationally and or/ generically? Learning programme allows entry to certain positions / is required job specific training / links with other vocations / enhances current job skills

### 2.3 Section 2: Unit Standard Alignment

The table below describes the information to be included under each section of Unit standard Alignment.

Topic	Description
Unit Standards	Registered NQF Unit Standards that are included in the learning programme, as well as specific outcomes of that unit standard covered (in case the whole unit standard is not covered)
Learning Outcomes	All learning outcomes for the learning programme, whether unit standard based or otherwise. Where possible, highlight those that are unit standard based.
Programme Articulation	State whether the learning programme: <ul style="list-style-type: none"> <li>▪ compliment another programme,</li> <li>▪ is a pre-requisite for another programme, or</li> <li>▪ provides entry to another programme,</li> <li>▪ provides similar content and credit values etc.</li> </ul>

## Criteria & Guidelines: Programme Strategy



### 2.4 Section 3: Programme Design & Delivery

The table below describes the information to be included under each section of the Programme Design and Delivery.

Topic	Description
Learning Strategy	Student Activity in learning, i.e. group / individual, self study, CB interactive, on-the-job etc
Workplace Experience	Practical reinforcement within structured work environment. Workplace activities, exposure, coaching & mentoring activities, assessments
Time allocation per module	Expected notional hours spent per outcome / module / cluster
Prescribed Content	Define reading material: text books, research and additional sources, prescribed learner material
Delivery Methods	Presentation of learning through training method, i.e. lecturing, case studies, on-site monitoring or observation, facilitation etc.
Media, aids and equipment	List of all training aids and equipment required, i.e. kitchen equipment, ABL gear, safety equipment, etc. Description of physical environment of learning, i.e. kitchen, restaurant, natural environment,

### 2.5 Section 4: Assessment Strategy Design

The table below describes the information to be included under each section of the Assessment Strategy.

*(See Criteria and Guidelines for Assessment Strategy Design for more details)*

Topic	Description
Patterns of Assessment	Intervals and frequency of assessment
Assessment Strategy	Method of formative and summative assessment, integrated assessment combination
Methods of Assessment	Assessment tools to be used per outcome per unit standard
RPL Opportunities	What provision is made for RPL per outcome?
Assessment resources	Assessors and Assessment guide in place In learnerships/skills programmes: relationship between provider and employer established?

## Criteria & Guidelines: Programme Strategy



### 2.6 Section 5: Learner Support

The table below describes the information to be included under each section of the Learner Support.

Topic	Description
Learner role and responsibilities	Expectations from the learner, i.e. <ul style="list-style-type: none"> <li>• Form part of syndicate group</li> <li>• Do research</li> <li>• Minimum contact / attendance hours</li> <li>• Completion of assignments</li> <li>• Preparation of projects etc.</li> </ul>
Provider roles & responsibilities	What type of support can the learner expect, i.e. <ul style="list-style-type: none"> <li>• after hours &amp; workplace assistance,</li> <li>• research facilities, venues for syndicate group work</li> <li>• learner material, access to electronic media</li> <li>• structured, individualized coaching and mentoring, etc</li> </ul>

### 2.7 Section 6: Partnerships

**Learnerships and Skills Programmes:** what is the relationship between provider and employer? Who is accountable for and takes ownership of roll-out / implementation? Is there a roll-out plan in place supporting this programme strategy?

### 2.8 Section 7: Programme Evaluation

The table below describes the information to be included under each section of the Programme Evaluation

Topic	Description
Programme, facilitator and logistics evaluation	What method will be used to evaluate the learning programme? <i>Elements to be evaluated are for example:</i> <ul style="list-style-type: none"> <li>• facilitators</li> <li>• training equipment, aids and material</li> <li>• venue</li> <li>• learner support</li> <li>• assessment strategy and method</li> <li>• programme timing</li> <li>• follow up evaluation of the learner – method and interval after initial training,</li> <li>• impact of training on the work environment etc.</li> </ul>

### 3. Implementation

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#### 3.1 Roll Out Strategy

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##### 3.1.1 Workplace Guide

The purpose of this section is to provide a general description on the design of a Roll Out Strategy and Workplace Guide



**Tip:**

The **Roll Out Strategy** provides an overview, at a glance, on how the qualification is divided into quarters / modules for implementation purposes.

The **Workplace Guide** provides an overview of the workplace exposure, activities, coaching & mentoring, assessment that must take place within the actual workplace for competence to be assessed against the full unit standard(s).

## Criteria & Guidelines: Programme Strategy



### 3.1.2 Format Examples

#### Section 1 ...

Overall roll out strategy of the learnership for the period <sup>1</sup>		Period (From – to)	
Learnership Quarter	Time Period	Unit Standards	Total Notional Hours

#### Section 2 ...

Workplace exposure requirements for the above quarterly period <sup>2</sup>		Period (From – to)	
Unit Standard	Workplace Experience	Required Resources	Notional hours (Workplace Component)

#### Section 3 ...

Workplace assessment requirements for the above unit standards			
Unit Standard	Assessment Strategy - Purpose	Instruments	Resources / Environment (Workplace Component)

<sup>1</sup> Tables 1 – 3 must be repeated for every quarter within the learnership.

<sup>2</sup> Tables 1 – 3 must be repeated for every quarter within the learnership.

## Criteria & Guidelines: Programme Strategy



### 3.1.3 Format Description

#### Overall roll out strategy of the learnership for the period<sup>3</sup>

1.

Learnership Quarter	Time Period	Unit Standards	Total Notional Hours
Each quarter of the learnership to be indicated separately	Time line per quarter as per overall roll out strategy	<ul style="list-style-type: none"> <li>All unit standards to commence in the particular learnership quarter</li> <li>All unit standards to be assessed in the particular learnership quarter (even if it was commenced in a previous quarter)</li> </ul>	Stipulate planned time to be spent per unit standard in total – theory, practical and assessment time. Unit standard time spent may overlap with each other, as skills are not taught in isolation, and may be run parallel.

#### Workplace exposure requirements for the above quarterly period

2.

Unit Standard	Workplace Experience	Required Resources	Notional hours (Workplace Component)
Identify each unit standard as noted above in the overall roll-out strategy for each quarter	From the specific outcomes or learning outcomes in the programme strategy: identify units of skills that is workplace based, and requires specific workplace based environments and tasks. <b>For ex:</b> Handle Stock <ul style="list-style-type: none"> <li>Count stock batches</li> <li>Verify stock count to delivery note</li> <li>Label stock etc.</li> </ul>	All environments resources required to perform workplace component to be listed <b>For ex:</b> <ul style="list-style-type: none"> <li>Delivery notes</li> <li>Incoming stock batches</li> <li>Stock labelling equipment</li> </ul>	Workplace component of the unit standard should equate to approximately 70% of the learning time. From total notional hours, 70% of workplace notional hours should act as guide to total time to be spent on an activity in the workplace. Unit standard time spent may overlap with each other, as skills are not taught in isolation, and may be run parallel.

<sup>3</sup> Tables 1 – 3 must be repeated for every quarter within the learnership.

## Criteria & Guidelines: Programme Strategy



### 3. Workplace assessment requirements for the above unit standards

Unit Standard	Assessment Strategy	Instruments	Resources / Environment (Workplace Component)
Identify each unit standard as noted above in the overall roll-out strategy for each quarter	Overall assessment strategy is stipulated in programme strategy. This component only deals with workplace assessment or evidence facilitation that may be required. <b>For ex:</b> Observe candidate in serving customers / preparing a meal / counting, structured interview on fly-fishing techniques	List instruments required to do workplace facilitation, for example Observation Checklist 1A, Structured Interview Sheet 1b, etc.	All environments resources required to perform workplace component to be listed <b>For ex:</b> <ul style="list-style-type: none"> <li>• Safety Equipment</li> <li>• Natural environment</li> <li>• Kitchen / hotel room / reception</li> </ul> Must correspond with unit standard requirements and resources for workplace delivery as stated above.

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### 3.2 Final Notes on Work-place Guide

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The **Roll Out Strategy & Workplace Guide** is a flexible document tailor-made to the circumstances within which the learning intervention will take place.

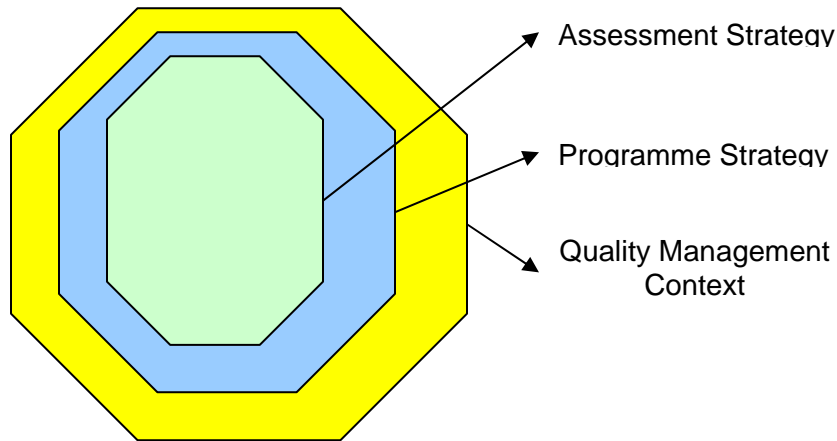
The **Roll Out Strategy** is provider focused, and must reflect the overall strategic implementation plan of the learnership, including delivery and workplace periods, assessment points etc.

The **Workplace Guide** is learner focused, and must reflect WHERE and HOW the learning process will be facilitated.

## 4. Programme Evaluation

### 4.1 An Evaluation Model

The following model of Programme Evaluation is followed in Theta to ensure a holistic, encompassing evaluation strategy and process:



QMS Context	Programme Strategy	Assessment Strategy
<ul style="list-style-type: none"> <li>• Roll Out Strategy (Learnerships)</li> <li>• Workplace Plan</li> <li>• Assessors</li> <li>• Moderators</li> <li>• Partnerships / Roles</li> <li>• Learner Support</li> <li>• <b>Policies:</b> Assessment, Moderation, Learner Entry &amp; Support</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Standard Alignment</li> <li>• Programme Context</li> <li>• Delivery Strategy</li> <li>• Target Population Analysis</li> <li>• Partnerships &amp; Roles</li> <li>• Learner Material Samples</li> </ul>	<ul style="list-style-type: none"> <li>• Overall Assessment Strategy</li> <li>• US / Instrument Matrix</li> <li>• Strategy Matrix</li> <li>• Assessment Guide</li> </ul>

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### 4.2 Programme Evaluation Principles

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All programme will be managed with due consideration of the following principles<sup>4</sup>:

No	Principle	Description
1	Transparent, fair and equitable	The programme evaluation process will be open, equitable, fair, transparent and as simple as possible while at the same time being efficient and cost effective
2	Inclusive, accessible and flexible	The programme evaluation process encourages flexibility that allows for inclusion and access to the NQF system for providers and practitioners, thereby creating flexible options of learning for stakeholders of Theta
3	Consistent, relevant and compliant	All programme evaluation decisions will be made against appropriate and clearly stated criteria and conforming evidence requirements in direct alignment to the SAQA policy and criteria guidelines
4	Validation and Verification	Continuous, rigorous validation and verification of programme evaluation will be followed in order to ensure provider ethics, thereby protecting the interest of the learners and the sector at large
5	Development for quality and continuous improvement	The programme evaluation process is a supportive, developmental process that encourages continuous improvement of provider practices towards total quality provision

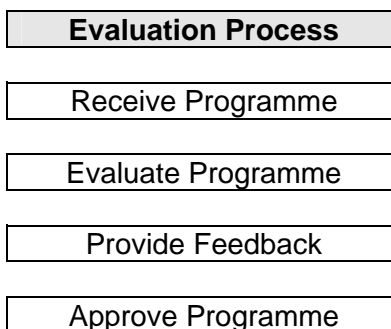
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### 4.3 Programme Evaluation Process

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#### 4.3.1 Process Overview

The following process of programme evaluation will be followed in Theta:



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<sup>4</sup> Refer to SAQA Criteria & Guidelines of providers for further information

## Criteria & Guidelines: Programme Strategy



### 4.3.2 Process Description

No	Process	Procedure	Resource	Who
<b>Application Process</b>				
1	Prepare Programme	1. Complete programme evaluation documents	<ul style="list-style-type: none"> <li>Criteria &amp; Guidelines for Programme Evaluation</li> <li>Self Evaluation Checklist</li> </ul>	Provider
		2. Compile programme evaluation pack	<ul style="list-style-type: none"> <li>Application Form</li> </ul>	Provider
2	Submit programme	3. Submit to ETQA	<ul style="list-style-type: none"> <li>Comm. Log</li> </ul>	Provider
<b>Evaluation Process</b>				
3	Receive Programme	4. Acknowledge receipt of programme	<ul style="list-style-type: none"> <li>Standard Letter</li> </ul>	Personal Assistant
		5. Submit to Programme Administrator	<ul style="list-style-type: none"> <li></li> </ul>	Personal Assistant
4	Evaluate programme	6. Review programme evidence	<ul style="list-style-type: none"> <li>Self Evaluation Checklist</li> <li>Evaluation Checklists</li> </ul>	Programme Administrator
		7. Draft Evaluation Reports	<ul style="list-style-type: none"> <li>Programme Evaluation Reports</li> </ul>	Programme Administrator
		8. Log programme status	<ul style="list-style-type: none"> <li>Database</li> </ul>	Programme Administrator
5	Provide feedback to provider	9. Forward report to provider	<ul style="list-style-type: none"> <li>Programme Evaluation Reports</li> </ul>	Programme Administrator
		10. Request additional evidence, where required	<ul style="list-style-type: none"> <li>Standard letter</li> </ul>	Programme Administrator
		11. Review additional evidence, where required	<ul style="list-style-type: none"> <li>Programme Evaluation Reports</li> </ul>	Programme Administrator
6	Approve programme	12. Add programme scope to provider scope	<ul style="list-style-type: none"> <li>Standard letter</li> </ul>	Programme Administrator
		13. Communicate additional scope to provider, web-site and database	<ul style="list-style-type: none"> <li>Web-site</li> </ul>	Personal Administrator

## Criteria & Guidelines: Programme Strategy



### 4.3.3 Conclusion



#### **Policy Analysis:**

No accreditation, registration or extension of scope will take place within the THETA qualifications and unit standards without programme evaluation and approval by the THETA ETQA.