

THETA ETQA Programme Evaluation Report

CONFIDENTIAL REPORT

Programme Administration

Name of provider		
Details of contact person	Name	
	Tel Number	
	Cell Phone Number	
	Fax number	
	Email Address	
Programme details	Programme Name	
	Date of Report	
	Related Qualification/Unit standards	
	Date programme received	
Type of Programme	Qualification	<input type="checkbox"/>
	Learnership	<input type="checkbox"/>
	Skills Programme	<input type="checkbox"/>
	Unit standard based programme	<input type="checkbox"/>
	RPL/Assessment only	<input type="checkbox"/>
List Chamber Focus	Tourism/Travel	<input type="checkbox"/>
	Guiding	<input type="checkbox"/>
	Conservation	<input type="checkbox"/>
	Hospitality	<input type="checkbox"/>
	Gaming/Lottery	<input type="checkbox"/>
	Sport/Recreation/Fitness	<input type="checkbox"/>
Accreditation number of provider		
Name of SETA where accredited		

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Name of Programme Evaluator(s)			
Indicate the scope of the evaluation:		Tick one	
The scope of Programme evaluation	Section 1	Programme Strategy	<input type="checkbox"/>
	Section 2	Programme Methodology	<input type="checkbox"/>
	Section 3	Unit Standard Alignment	<input type="checkbox"/>
	Section 4	Assessment Strategy	<input type="checkbox"/>
	Section 5	Implementation (Workplace and Practical)	<input type="checkbox"/>
	Section 6	Learner Support	<input type="checkbox"/>
	Section 7	RPL	<input type="checkbox"/>
	(i)	Programme evaluation within THETA Accreditation	<input type="checkbox"/>
	(ii)	Programme evaluation for extension of THETA Accreditation scope	<input type="checkbox"/>
	(iii)	Programme evaluation within MOU auspices	<input type="checkbox"/>

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1. Programme Strategy

Criterion	The scope of the programme is clear from its description and purpose, and follows a modular structure suitable to the unit standards / skills programmes / qualification
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Evidence Requirements	Requirements	Evident	Not Evident
	a) Programme name, purpose and description stated	<input type="checkbox"/>	<input type="checkbox"/>
	b) Programme target group outlined	<input type="checkbox"/>	<input type="checkbox"/>
	c) Programme modular breakdown indicated	<input type="checkbox"/>	<input type="checkbox"/>
	d) Programme notional hours / roll out strategy or implementation plan clearly indicated	<input type="checkbox"/>	<input type="checkbox"/>
	e) Entry level requirements clearly stated	<input type="checkbox"/>	<input type="checkbox"/>
	f) Entry and exit points evident in the intended programme	<input type="checkbox"/>	<input type="checkbox"/>

Rating	Excellent (5)	Sufficient (3)	Insufficient (1)	Not Evident (0)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Action Required

Comments

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2. Programme Methodology

Criterion	The method of instruction in the programme is appropriate to the type and level of competence intended, and support the unit standard / skills programme / qualification purpose
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Evidence Requirements	Requirements	Evident	Not Evident
	a) Learner access to resources, media, equipment clearly outlined	<input type="checkbox"/>	<input type="checkbox"/>
	b) Learning methodology makes provision for access to various resources and contexts / environments	<input type="checkbox"/>	<input type="checkbox"/>
	c) Delivery Methodology allows for flexibility in, and a variety of methods, environments and resources	<input type="checkbox"/>	<input type="checkbox"/>
	d) Methodology allows for clear integration between theory, practical / workplace components	<input type="checkbox"/>	<input type="checkbox"/>

Rating	Excellent (5)	Sufficient (3)	Insufficient (1)	Not Evident (0)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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3. Unit Standard Alignment

Criterion **The programme is clearly THETA Unit Standard Based and or aligned to THETA registered Skills Programmes or Qualifications**

Evidence Requirements	<i>Requirements</i>	<i>Evident</i>	<i>Not Evident</i>
	a) Unit standard(s) / skills programme / qualification name indicated	<input type="checkbox"/>	<input type="checkbox"/>
	b) Specific outcomes evident	<input type="checkbox"/>	<input type="checkbox"/>
	c) Range statements evident	<input type="checkbox"/>	<input type="checkbox"/>
	d) Essential embedded knowledge evident	<input type="checkbox"/>	<input type="checkbox"/>
	e) Critical Cross-field outcomes evident	<input type="checkbox"/>	<input type="checkbox"/>

Skills/Qualification Name	
No	Credit Value
TOTAL:	

Rating	Excellent (5) <input type="checkbox"/>	Sufficient (3) <input type="checkbox"/>	Insufficient (1) <input type="checkbox"/>	Not Evident (0) <input type="checkbox"/>
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4. Assessment Strategy

Criterion	The Assessment Strategy and Methods are appropriate and aligned to the unit standards / qualification / skills programme			
Evidence Requirements	<i>Requirements</i>		<i>Evident</i>	<i>Not Evident</i>
	a)	Relationship between the unit standards and assessment instruments is clearly evident, i.e. matrix / instrument summary	<input type="checkbox"/>	<input type="checkbox"/>
	b)	The assessment scope, approach and method is clearly evident (formative / summative, workplace / formal theory based, portfolio / assessor focused)	<input type="checkbox"/>	<input type="checkbox"/>
	c)	Evidence covers a range of knowledge, process and product requirements	<input type="checkbox"/>	<input type="checkbox"/>
	d)	A clear process of assessment is evident	<input type="checkbox"/>	<input type="checkbox"/>
	e)	Assessor registered with THETA in accordance with programme requirements (database check and confirmation!)	<input type="checkbox"/>	<input type="checkbox"/>
Rating	Excellent (5) <input type="checkbox"/>	Sufficient (3) <input type="checkbox"/>	Insufficient (1) <input type="checkbox"/>	Not Evident (0) <input type="checkbox"/>
Action Required				
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5. Learner Support

Criterion	Learner support evident in selection, orientation, provision and assessment, through workplace coaching, mentoring, facilitation and feedback.
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Evidence Requirements	Requirements	Evident	Not Evident
	a) Learner roles and responsibilities clearly outlined	<input type="checkbox"/>	<input type="checkbox"/>
	b) Learner orientation and guidance outlines a clear learning map and path	<input type="checkbox"/>	<input type="checkbox"/>
	c) Learner rights and process of appeal is evident	<input type="checkbox"/>	<input type="checkbox"/>
	d) Coach, mentor and facilitator roles and responsibilities clearly outlined	<input type="checkbox"/>	<input type="checkbox"/>
	e) A clear role out / implementation plan is evident for the overall programme (only applicable to full qualifications and learnerships)	<input type="checkbox"/>	<input type="checkbox"/>

Rating	Excellent (5)	Sufficient (3)	Insufficient (1)	Not Evident (0)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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6. Implementation (Workplace / Practical)

Criterion	The practical and/or workplace components required is appropriate to the type and level of competence intended, and shows a structured approach
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Evidence Requirements	Requirements	Evident	Not Evident
	a) Sample of outcomes based learning material submitted (i.e. learning guide)	<input type="checkbox"/>	<input type="checkbox"/>
	b) Formative exercises and assessment activities evident in learning material	<input type="checkbox"/>	<input type="checkbox"/>
	c) Learning material clearly related back to the THETA unit standards as described in Section A	<input type="checkbox"/>	<input type="checkbox"/>
	d) Workplace / practical components required for the programme is clearly outlined	<input type="checkbox"/>	<input type="checkbox"/>
	e) Workplace / practical components required for the programme structured to support theory provision	<input type="checkbox"/>	<input type="checkbox"/>

Rating	Excellent (5)	Sufficient (3)	Insufficient (1)	Not Evident (0)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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7. RPL – Recognition of Prior Learning (Optional)

Criterion	RPL clearly aimed at access or redress through a transparent and learner supportive process that ensures a holistic approach aligned to the requirements of the unit standards / qualification or skills programme
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Evidence Requirements	Requirements	Evident	Not Evident
	a) Provider intends conducting RPL assessments for the relevant programme	<input type="checkbox"/>	<input type="checkbox"/>
	b) RPL policy and process is stipulated	<input type="checkbox"/>	<input type="checkbox"/>
	c) RPL Evidence requirements / evidence plan is outlined (historical, knowledge, process and product evidence)	<input type="checkbox"/>	<input type="checkbox"/>

Rating	Excellent (5)	Sufficient (3)	Insufficient (1)	Not Evident (0)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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8. Programme Status, Continued

Provisional Approval

Final status of the programme as evaluated are as follows:

Statement
<p><i>If conditional approval is granted, the following conditions apply:</i></p> <ul style="list-style-type: none"> ▪ Provider can continue delivery and assessment for a period of 6 months from date of approval ▪ Provider can register learners for a period of 6 months from date of approval ▪ Outstanding evidence requirements need to be supplied within a period of 6 months of approval ▪ Should the provider fail to submit such evidence, or evidence submission does not meet the minimum requirements for approval, programme status will be revoked to "NON APPROVAL" until ETQA approval has been obtained.

Final Judgement

The following status is awarded to the programme:

No	Programme Status	Yes	No
1	Programme Approval granted - NONE	<input type="checkbox"/>	<input type="checkbox"/>
2	Programme Approval granted – Full	<input type="checkbox"/>	<input type="checkbox"/>
3	Programme Approval granted - Conditional	<input type="checkbox"/>	<input type="checkbox"/>

Name of Programme Evaluator

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8. Programme Status, Continued

Date of
Completion of
Programme
Evaluation

ETQA Advisor
/ Quality
Assuror
endorsement

Note to the
Provider

- Please **acknowledge receipt** of the Programme Evaluation Report.
 - Acknowledgement of receipt will be accepted as:
 - An agreement of the provider that he/she has read the contents of this report, and understands the evaluation process and actions required.
 - Understanding of the provider's right to appeal against the decision of the ETQA as outlined in the THETA Appeals Policy (www.theta.org.za)
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