

# LEARNING PROGRAMME SELF EVALUATION TOOL



## REGULATIONS THAT GOVERN THE ACCREDITATION OF TRAINING PROVIDERS

In terms of the delegated QCTO functions to SETAs with regard to unit standard based learning programmes, these bodies shall continue to monitor and audit achievements in terms of national standards or qualifications

In accordance to this delegation the W&RSETA QQA unit will continue to :

1. Accredit providers for specific standards or qualifications
2. Promote quality amongst providers
3. Monitor provision by constituent providers
4. Evaluate assessments and facilitate moderation amongst providers
5. Register Assessors
6. Take responsibility for the certification of learners
7. Cooperate with the relevant body or bodies appointed to moderate across QA bodies
8. Recommend new standards or qualifications to the National Standards Bodies for accreditation
9. Maintain a database acceptable to the Authority
10. Submit reports to the QCTO and SAQA
11. Perform such other functions assigned to it by the QCTO or SAQA

The W&RSETA QQA unit is required by SAQA to fulfil certain obligations as highlighted above –one of these is to evaluate assessments and facilitate moderation amongst providers in the W&RSETA Sector (see point 4 above) .

### Type of Application

<b>Extension of Scope</b>	
<b>W&amp;RSETA Primary Provider</b>	X
<b>Non – W&amp;RSETA Provider</b>	
<b>New Programme Application</b>	X

Regional Office			
<b>Gauteng South</b>	X	<b>Northern Cape</b>	
<b>Gauteng North</b>		<b>Limpopo</b>	
<b>KwaZulu Natal</b>		<b>North West</b>	
<b>Western Cape</b>		<b>Mpumalanga</b>	
<b>Eastern Cape</b>		<b>Freestate</b>	

<b>Date of Submission</b>	DD / MM / YYYY
<b>Received at Regional Office</b>	DD / MM / YYYY

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**PROVIDER DETAILS**

<b>Provider Name</b>	Fearless Edu Commus Solutions	<b>ETQA</b>		<b>Accreditation Period</b>		
<b>Trading As</b>	Fearless Edu Commus Solutions	<b>Accreditation Number</b>		<b>Accreditation Status</b>		<b>Provisional</b>
<b>Contact Person</b>		<b>Programme Evaluator</b>		<b>Date of report</b>		

Physical Address				Postal Address			
12 Amersfoort Street				12 Amersfoort Street			
Witpoortjie				Witpoortjie			
Rooderport				Rooderport			
<b>City</b>	Johannesburg			<b>City</b>	Johannesburg		
<b>Post Code</b>	1724	<b>Phone</b>	078 573 4449	<b>Post Code</b>	1724	<b>Fax</b>	086 861 6556

<b>E- mail</b>	lydiatsopo@yahoo.com	<b>Cell</b>	078 573 4449
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**PROGRAMME SPECIFICATIONS**

<b>Programme Title</b>	National Certificate: Wholesale and Retail Operations					
<b>Programme Type</b>	Skills Programme		Learning programme /Unit standard		Full Qualification	<b>X</b>
<b>Related OFO Code and Title as per latest W&amp;RSETA skills programme matrix</b>	<a href="http://www.wrseta.org.za/inner.aspx?section=1&amp;page=26">http://www.wrseta.org.za/inner.aspx?section=1&amp;page=26</a> (Hyperlink to W&RSETA Skills Programme Matrix)					
<b>Learning Programme Description for a Qualification</b>	<b>SAQA Title</b>	National Certificate: Wholesale and Retail Operations			<b>SAQA ID</b>	63409

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Leanship Description	W&RSETA Leanship Title	National Certificate: Wholesale and Retail - Retail Sales		W&RSETA Leanship Code	27Q270024201203
Provider Type	Delivery		Assessment	Delivery and Assessment	X
Mode of Delivery	Full Time	X	Distance Learning	Part Time	
	Other		If other, specify the mode of learning		
Duration of the applicable learning programme				<b>12 Months</b>	
Entry level requirements and assumed learning stated	It is assumed that the learner accessing this qualification is competent in: <ul style="list-style-type: none"> <li>• Communication at NQF Level 2.</li> <li>• Mathematical Literacy at NQF Level 2.</li> </ul>				
Is there provision for RPL	Yes				
Proposed Target Group	<ul style="list-style-type: none"> <li>• Sales Assistant</li> <li>• Sellers: Sales Persons and Assistants, Representatives.</li> <li>• Trade Union Officials.</li> <li>• Merchandisers.</li> <li>• Checkout Operators and Office Cash Clerks.</li> <li>• General Clerks.</li> </ul>				
Purpose of the learning programme	<p>This qualification will serve to link the NQF Level 2 National Certificate: Wholesale and Retail Operations qualification and the FET Certificate: Generic Management. The current gap in the learning pathway for Wholesale and Retail (W and R) practitioners will be filled by this qualification. It will serve as the second in the Wholesale and Retail Operations learning pathway and provide a basis for further learning. While the qualifying learners will experience personal growth and development, workplace succession planning will be more readily achieved.</p> <p>The operational process includes; ordering stock, receiving, dispatching, stock control, cash control, sales and marketing and displaying, responsible credit promotion, perishable foods preparation, sales and display and the running of an informal small business.</p> <p>This qualification will serve to provide the W and R sector with personnel that can perform the operation functions to industry standards, optimise productivity and improve service levels. The qualifying learner will undergo personal development that will contribute to social and economic development.</p> <p>The learner assessed as competent against this qualification will be able to:</p> <ul style="list-style-type: none"> <li>• Ensure a positive customer experience in a W and R business unit.</li> <li>• Explain how employees can influence the objectives of a W and R business unit.</li> </ul>				

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**1. UNIT STANDARD ALIGNMENT A**

Evidence requirements	MET	NOT MET	Comments (Please indicate source e.g. page number, paragraph etc.) Where evidence can be found and verified
Is learning programme unit standard based?	X		Programme strategy Pg 10 - 11
Unit standard name / number for learning programme stated	X		Programme strategy Pg 10 - 11
All outcomes of learning programme is clearly stated within the material	X		Programme strategy Pg 10 - 11
All Specific outcomes have been translated into Learning Outcomes	X		Programme strategy Pg 10 - 11
Learning Outcomes include content to be covered in the Learner Guide and Facilitator Guide	X		Programme strategy Pg 10 - 11
Unit standard / organizational based learning outcomes clearly defined	X		Programme strategy Pg 10 - 11

**2. UNIT STANDARD ALIGNMENT B**

Unit Standards Based Programmes (Please fill in and tick where applicable – Add rows to the table if required)

Title of unit standard	SAQA US ID	Credits	Notional Hours		NQF Level			Expiry Date	Fundamental	Core	Elective
			Theory 30%	Practice 70%							
Define the core concepts of the wholesale and retail environment	<a href="#">114895</a>	10	100hrs			2		2023-06-30		C	
			30hrs	70hrs							
Apply theft, fraud and safety controls in a Wholesale and Retail outlet	<a href="#">258161</a>	8	80hrs				3	2023-06-30		C	
			24hrs	56hrs							
Build customer relations in an operational unit	<a href="#">258156</a>	10	100hrs				3	2023-06-30		C	
			30hrs	70hrs							

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Explain the factors that impact on the bottom line of a Wholesale and Retail unit	<a href="#">258155</a>	10	100hrs				3	2023-06-30		C	
			30hrs	70hrs							
Accommodate audience and context needs in oral/signed communication	<a href="#">119472</a>	5	50hrs				3	2023-06-30		F	
			15hrs	35hrs							
Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	<a href="#">9010</a>	2	20hrs				3	2023-06-30		F	
			6hrs	14hrs							
Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	<a href="#">9013</a>	4	40hrs				3	2023-06-30		F	
			12hrs	28hrs							
Interpret and use information from texts	<a href="#">119457</a>	5	50hrs				3	2023-06-30		F	
			15hrs	35hrs							
Investigate life and work related problems using data and probabilities	<a href="#">9012</a>	5	50hrs				3	2023-06-30		F	
			15hrs	35hrs							
Use language and communication in occupational learning programmes	<a href="#">119467</a>	5	50hrs				3	2023-06-30		F	
			15hrs	35hrs							
Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	<a href="#">7456</a>	5	50hrs				3	2023-06-30		F	
			15hrs	35hrs							
Write/present/sign texts for a range of communicative contexts	<a href="#">119465</a>	5	80hrs				3	2023-06-30		F	
			24hrs	56hrs							
Sell products to customers in a wholesale and retail outlet	258162	12	120hrs				3	2023-06-30			E
			36hrs	84hrs							
Demonstrate knowledge of products in own area of operation in a wholesale and retail environment	258160	8	80hrs				3	2023-06-30			E
			24hrs	56hrs							

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Operate a computer in a Wholesale/Retail outlet	114902	6	80hrs		2		2023-06-30			E
			24hrs	56hrs						
Explain the processing of transactions in a wholesale and retail outlet	258157	6	120hrs		2		2023-06-30			E
			36hrs	84hrs						
Address customer queries in a wholesale environment	243712	10	120hrs			3	2023-06-30			E
			36hrs	84hrs						
Pack customer purchases at point of sales	114893	3	30Hrs		2		2023-06-30			E
			9Hrs	21Hrs						
Administer day-end cashing up procedures	114905	8	80Hrs			3	2023-06-30			E
			24hrs	56hrs						
Deal with customers in a retail business	243806	8	80Hrs			3	2023-06-30			E
			24hrs	56hrs						

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**SUPPORTING DOCUMENTS FOR SUBMISSION (Please present all three guides per learning programme / skills programme / single unit standard programme)**

<p>A <b>Facilitators Guide</b> 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.</p> <ul style="list-style-type: none"> <li>Guidelines/instructions to the facilitator</li> <li>Content</li> <li>Formative assessments and model answers</li> <li>Curriculum document</li> <li>Post programme evaluation</li> <li>Design of the programme</li> <li>Delivery of programme</li> <li>Roll out of programme</li> <li>Media and venues</li> </ul>	<p>A <b>Learner Guide</b> 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.</p> <ul style="list-style-type: none"> <li>Content</li> <li>Formative activities</li> <li>Guidelines to learners in terms of learner roles and responsibilities</li> <li>Post programme evaluation for the facilitator and Venue</li> <li>Copy of SAQA US included</li> <li>Learner support</li> <li>Appeals process</li> </ul>	<p>An <b>Assessment Guide</b> 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.</p> <ul style="list-style-type: none"> <li>Summative assessment for theory and practical</li> <li>Checklists and model answers</li> <li>Guidelines to assessors- in line with standard assessment requirements as per unit standard</li> <li>Assessor evaluation on assessment including tools</li> <li>Moderator evaluation on assessment</li> <li>Integrated assessment matrix if applicable which can include articulations</li> </ul>	<p>A <b>Workplace Guide</b> is used to reflect and record that the learner is exposed to all practical aspects in relation to the learning programme being completed in the workplace. A workplace guide must include or cover the following:</p> <ul style="list-style-type: none"> <li>Log sheet for mentors and coaches with space for signatures</li> <li>An indication of the equipment needed in the workplace</li> <li>Observation Checklists for practical demonstration to be verified by the coach/mentor/supervisor</li> <li>Declaration of learner completing and compiling the evidence</li> </ul>
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**3. PROGRAMME DESIGN AND DELIVERY**

Evidence requirements	MET	NOT MET	Comments (Please indicate source e.g. page number, paragraph etc. ) Where evidence can be found and verified
<u>Learning programme design</u> clearly shows: Dominant delivery and learning strategies per module / learning unit stated	X		Programme strategy and Design Document pg 13
The prescribed content of the material is clearly defined	X		Programme strategy and Design Document pg 9 and 17
Time allocation per outcome or module is clearly indicated	X		Programme strategy and Design Document Notional Hours pg 18
<u>Learning Outcomes</u> : Have the outcomes contained in the unit standard been translated into well-formulated objectives for each module? (verb, noun and qualifying statement)	X		Learner guides

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<u>Delivery Method – Training and Learning Activities:</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, case studies, role-plays, observation, on-site monitoring	X		Programme strategy and Design Document pg 16
<u>Knowledge:</u> Are opportunities provided for structured learning in the classroom?	X		Programme strategy and Design Document pg 16
<u>Practical:</u> Are opportunities provided for practical reinforcement of knowledge?	X		Programme strategy and Design Document pg 16
<u>Workplace Experience:</u> Are opportunities provided for experiential reinforcement within the structured work environment per outcome if applicable? Make reference to where this is located.	X		Programme strategy and Design Document pg 16
The programme shows integration between structured workplace component , practical experience and structured theoretical learning	X		Programme strategy and Design Document pg 16
Learning programme makes provision for workplace guidance to the learner and line management	X		Programme strategy and Design Document pg 16
Programme makes provision for a coaching/mentoring relationship	X		Programme strategy and Design Document pg 16
Programme clearly indicates company specific outcomes if applicable	X		Programme strategy and Design Document pg 16
<u>Prescribed Content:</u> Is the prescribed content clearly defined i.e. textbooks, research and additional sources?	X		Learner guides
<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?	X		Programme strategy and Design Document pg 16
<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 demonstration or learning e.g. Point of Sale	X		Programme strategy and Design Document pg 16
<u>Learning Environment:</u> Is there an indication of the type of learning environment to be utilised? Please describe the environment.	X		Programme strategy and Design Document pg 16
<u>Research:</u> Evidence of research integration in the programme is evident with reference to the learning programme development.	X		Programme strategy and Design Document pg 16

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Reference List: Subject Matter Experts, textbooks, references, internet, and other learning programmes have been acknowledged. Indicate where this acknowledgement can be found.	X		Learner Guides
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4. Assessment			
Evidence requirements	MET	NOT MET	Comments (Please indicate source e.g. page number, paragraph etc.) Where evidence can be found and verified

<b>a. Assessment Strategy</b>			
Assessment Guide available as per Qualifications and Quality Assurance requirements	X		Programme strategy and Design Document pg 22 - 25
Learning programme includes formative / summative assessment per outcome of each unit standard	X		Programme strategy and Design Document pg 22 - 25
RPL opportunities in learning programme stated clearly	X		Programme strategy and Design Document pg 22 - 25
Assessment instruments show an integrated approach to applied competence across outcomes / unit standards	X		Programme strategy and Design Document pg 22 - 25
Do you utilise different assessment methodologies? (please list as per the strategy document)	X		Programme strategy and Design Document pg 22 - 25

<b>b. Assessment Guide - Assessment Process</b>			
Template of an Assessment Plan and Pre-assessment activities is included	X		Assessment Guides
Requirements for Assessment stated clearly in the assessment plan (equipment, venue, preparation)	X		Programme strategy and Design Document pg 22 - 25
Assessment purpose and requirements clearly stated	X		Programme strategy and Design Document pg 22 - 25
<b>c. Role Players</b>			

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Assessment role players identified and indicated in the assessment plan	X		Programme strategy and Design Document pg 22 - 25
Instructions to the Learner are clear and comprehensive	X		Programme strategy and Design Document pg 22 - 25
Instructions to the assessor are clear and comprehensive	X		Programme strategy and Design Document pg 22 - 25
<b>d. Assessment Activities</b>			
Assessment criteria has been translated into assessment activities	X		Programme strategy and Design Document pg 22 - 25
Instruments suitable for assessing all foundational competence	X		Programme strategy and Design Document pg 22 - 25
Instruments suitable for assessing all practical competence	X		Programme strategy and Design Document pg 22 - 25
Instruments suitable for assessing all workplace competence (Log book)	X		Programme strategy and Design Document pg 22 - 25
Formative and summative activities clearly defined as per assessment criteria	X		Programme strategy and Design Document pg 22 - 25
<b>e. Assessors Guide To Learner Response / Evidence Checklist</b>			
Model answers to Knowledge Tests included	X		Programme strategy and Design Document pg 22 - 25
Competence Checklist for learner practical activities included	X		Programme strategy and Design Document pg 22 - 25
<b>f. Recording and Feedback Documents</b>			
Templates available for the recording of assessment decision	X		Programme strategy and Design Document pg 22 - 25
Templates available for providing the learner with Feedback and remedial instructions	X		Programme strategy and Design Document pg 22 - 25
Templates available for learner to review the assessment process	X		Programme strategy and Design Document pg 22 - 25
Template available to document final assessment result	X		Programme strategy and Design Document pg 22 - 25
<b>g. Overall Presentation Of Assessment Guide</b>			
User-friendliness of guide	X		Programme strategy and Design Document pg 22 - 25

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Overall usability and practicality of guide	X	Programme strategy and Design Document pg 12 - 15
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5. PROGRAMME STRATEGY			
Evidence requirements	MET	NOT MET	Comments (Please indicate source e.g. page number, paragraph etc.) Where evidence can be found and verified
Programme strategy supports theory, practice and workplace experience	X		Programme strategy and Design Document pg 22 - 25
Structured time allocation to instructional strategy, workplace and assessment is evident	X		Programme strategy and Design Document pg 22 - 25

6. PROGRAMME CURRICULUM AND STRATEGY												
"Completion of this section is Compulsory" (Please fill in and add rows to the table if required)												
Module Name / Number	Unit Standard Number	Unit Standard Title	Specific outcome (SO)	Assessment Criteria (AC)	Facilitation Method	Assessment Strategy (Make reference to the activity number when selecting the activity that covers the SO and its relevant AC)					Exit Level Outcomes	Duration
						Knowledge Questionnaire	Practical Demonstration	Workplace Demonstration / Log Book	Simulation / Case Study / Project	Formative Activities		
See attached programme strategy												

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7. PROGRAMME EVALUATION			
Evidence requirements	MET	NOT MET	Comments (Please indicate source e.g. page number, paragraph etc. ) Where evidence can be found and verified
Facilitator evaluation indicated clearly and submitted with learning programme	X		Programme strategy and Design Document pg 27
Evaluation of entire learning programme is indicated clearly in the internal moderator report	X		Programme strategy and Design Document pg 27
Evaluation of the assessment tools and methods of assessment is indicated clearly in the assessor assessment report	X		Programme strategy and Design Document pg 27
Evaluation of learning impact (post-course) indicated clearly (ROI)	X		Programme strategy and Design Document pg 27
Evaluation of equipment, media and venue	X		Programme strategy and Design Document pg 27
Learner evaluation on impact of learning	X		Programme strategy and Design Document pg 27
Does programme support individual learning?	X		Programme strategy and Design Document pg 27

8. ROLL OUT PLAN			
Evidence requirements	MET	NOT MET	Comments (Please indicate source e.g. page number, paragraph etc. ) Where evidence can be found and verified
Workplace and instructional learning timeframes clearly stated	X		Attached Roll Out Plan
Timeframes indicated when theoretical component will be assessed	X		Attached Roll Out Plan
Timeframes indicated when workplace assessment will take place	X		Attached Roll Out Plan

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**9. ETD PRACTITIONER /FACILITATORS /ASSESSORS /MODERATORS**

Facilitators	NAME AND SURNAME		NAME AND SURNAME		NAME AND SURNAME	
Assessors	Zibanai Ngulube	Reg 617/ASS/28984/22	Sailas Hove	Reg 617/ASS/05692/17	Name and Surname	Reg 617/ASS/
		Attached assessor documents		If not please attach assessor application documents		If not please attach assessor application documents
Moderators	Rufaro Marimo	Reg 617/MOD/01058/17	Name and Surname	Reg 617/MOD/	Name and Surname	Reg 617/MOD/
		If not please attach moderator application documents		If not please attach moderator application documents		If not please attach moderator application documents

**ETD PRACTITIONER / FACILITATORS / ASSESSORS / MODERATORS**

Evidence requirements	MET	NOT MET	Comments (Please indicate source e.g. page number, paragraph etc. ) Where evidence can be found and verified
Requirements of Assessors assessing learners has been stated clearly	<b>X</b>		Attached assessor/ moderator documents
All assessors and moderators are registered with the W&RSETA with the relevant scope	<b>X</b>		Attached assessor/ moderator documents
All summative assessments are facilitated by a registered W&RSETA constituent assessor and moderated by moderators with the relevant scope	<b>X</b>		Attached assessor/ moderator documents
Selection criteria for facilitators on this programme has been clearly stated	<b>X</b>		Attached assessor/ moderator documents

**10. QUALITY FINISH CRITERIA**

Evidence requirements	MET	NOT MET	Comments (Please indicate source e.g. page number, paragraph etc. ) Where evidence can be found and verified
Does the programme suit the entry level?	<b>X</b>		Comprehensive learning material submitted
Is the content well structured?	<b>X</b>		Font is size 11 Calibri
Font size and type – is it suitable?	<b>X</b>		The document is in Microsoft Word.

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Is the editing technically correct?	X		There is an index, tabs and the pages are numbered at the bottom of each page on all Unit standards
Are the pages numbered?	X		The modules are clearly divided into sections in the Learner Guides
Are the modules easily numbered and named?	X		Moderation Report
Confirmation that the material has been internally moderated before submission to the W&RSETA has been attached in the form of a moderation report	X		Assessor's Report
Confirmation that the assessments have been internally reviewed by the assessor before submission to the W&RSETA has been attached in the form of an endorsed assessor report	X		Service Level Agreement
A comprehensive reference list of all sources used is attached?	X		Comprehensive learning material submitted

**11. PLEASE ENSURE THE FOLLOWING DOCUMENTS ACCOMPANY YOUR APPLICATION FORM. IF ANY DOCUMENTS ARE NOT INCLUDED, THE APPLICATION WILL BE REJECTED**

Please mark			For Office use only		
			Submitted		Comments
Learner guide	Yes	No	Yes	No	
Learner Work book	Yes	No	Yes	No	
Facilitator guide	Yes	No	Yes	No	
Assessment guide (including model answers)	Yes	No	Yes	No	
Log Book for workplace activities	Yes	No	Yes	No	

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Learning programme strategy document	Yes	No	Yes	No	
Roll out plan	Yes	No	Yes	No	
Workplace Guide	Yes	No	Yes	No	

## 12. DECLARATIONS

**Applicant:** I hereby declare that the above information is correct, valid and accurate, and that no part of the programmes I have submitted has been copied, duplicated or sourced from illegal, unscrupulous or misrepresented manner. The information, design and content have been designed by *Fearless Edu Comms Solutions*

**Purchased material must be accompanied by a copy of the signed Service Level Agreement between the Developer and the Applicant.**

Signature of applicant:	
Name of programme developer: (if outsourced)	Zibanai Ngulube
Date:	18/01/23
<b>Employer or provider:</b> I hereby endorse this application and declare that the information is correct, valid and accurate.	
Name of employer:	Lydia L Tsopo
Date:	18/01/23

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**For Office Use Only**

W&RSETA Evaluator:

Date:

**APPROVED**



**NOT APPROVED**



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**Return completed applications together with the learning material to the relevant office:**

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