



TRANSPORT EDUCATION AND TRAINING AUTHORITY

Document Title	LPE Self Assessment Form	Document and Rev No:	QAFM05 Rev 07
Department	ETQA	Effective date	1 December 2010
Approved		1 st Issue Date	November 2003

NAME OF PROVIDER

DATE SUBMITTED

LEARNING PROGRAMME NAME

(For Office Use)

RECEIVED BY: _____

DATE RECEIVED: _____

ACCREDITATION REFERENCE No.: _____

1. APPLICANT DETAILS

Company
name: _____

Company
reg. No: _____

Vat reg. No: _____
SARS
reg.no: _____

Postal
address: _____

Postal code: _____

Street
address: _____

Postal code: _____

Province/s: _____

Years in current business: _____ Telephone no: _____

Fax number: _____ E-mail address: _____

Contact person: _____ Cellphone no: _____

2. IF YOU ARE ACCREDITED BY ANOTHER SETA:

SETA Contact: _____ Cellphone no: _____

Designation: _____ E-mail address: _____

3. CRITERIA AND SELF ASSESSMENT FORM FOR PROVIDER QMS DOCUMENT

Conforming Requirements	Evidence Guidelines	Y	N	Achieved/Comments
3.1 Programme Evaluation	3.1.1 <u>Programme Name</u> : Does the name of the Programme clearly describe what the learning programme is all about?			
	3.1.2 <u>Programme Description</u> : Does the programme describe how the newly acquired skill will fit into the organisation's career path/learning pathway?			

	3.1.3 <u>Programme Purpose</u> : Does the programme purpose statement clearly describe what has been designed to achieve?			
	3.1.4 <u>Entry Level Requirements</u> : Is there a clear indication of what learning is assumed to be in place> i.e. previous qualifications, job knowledge			

Conforming Requirements	Evidence Guidelines	Y	N	Comments
3.2 Comparison of Learning Programme against Unit Standards	3.2.1 <u>Unit Standard</u> : Are the following stated: <ul style="list-style-type: none"> • Title of Unit Standard • Unit Standard Number • Credits • NQF Level • Review Date 			
	3.2.2 <u>Status of Unit Standard</u> : Are the unit standards, against which the learning programme has been aligned, registered on the NQF?			
	3.2.3 <u>Outcomes contained in the Unit Standard</u> : Does the overall learning programme address all the outcomes and their associated assessment criteria contained in the unit standard?			
	3.2.4 <u>Programme/ unit standard alignment document</u> Does the learning programme contain an alignment document that indicates where in the programme the assessment criteria and Essential Embedded Knowledge			

Conforming Requirements	Evidence Guidelines	Y	N	Comments
	components are addressed			
	3.2.5 <u>Programme Articulation</u> : Does the learning programme give a clear indication of whether it: <ul style="list-style-type: none"> • Compliments another programme? • Is a pre-requisite for another programme? • Provides entry to another programme? • Provides similar content & credit value to another programme 			
	3.2.6 <u>Learning Pathways</u> : Does the learning programme give a clear indication of whether it: <ul style="list-style-type: none"> • Allows entry to certain positions? • Is required for job specific training? • Is linked to other vocations/qualifications? Does the learning programme: <ul style="list-style-type: none"> • Provide a list of current job-skills it serves to enhance? 			
3.3 Programme Design and Delivery	3.3.1 <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)			
	3.3.2 <u>Alignment of Learning Programme to Unit Standard/s</u> : List each Specific Outcome and state whether it has been sufficiently addressed in the learning programme.			
	3.3.3 <u>Delivery Method</u> : Are there sufficient activities to facilitate and enhance the			

Conforming Requirements	Evidence Guidelines	Y	N	Comments
	learning process i.e. group/individual, self study, on-job/practical, videos, slide-shows, exercises.			
	3.3.4 <u>Workplace Experience</u> : Are opportunities provided for practical reinforcement within the structured work environment?			
	3.3.5 <u>Prescribed Content</u> : Is the prescribed content clearly defined i.e. textbooks, research and additional sources?			
	3.3.6 <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?			
	3.3.6 <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?			
	3.3.8 <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.			
	3.3.9 <u>Quality finish of Product</u> : <ul style="list-style-type: none"> • Is the sequence technically correct? • Does it suit the entry level? • Is the content well structured? • Is it a workbook or textbook? • Does it allow for self-evaluation? • Is there an assessor's guide and a 			

Conforming Requirements	Evidence Guidelines	Y	N	Comments
	learner's workbook? <ul style="list-style-type: none"> • Font size and type – is it suitable? • Is the editing technically correct? • Are the pages numbered? • Are the modules easily numbered? 			
3.4 Assessment	3.4.1 Is the following in place? <ul style="list-style-type: none"> • Assessment approach in terms of frequency, task types, nature of evidence required, feedback mechanisms and format of final assessment results. 			
	3.4.2 <u>Evidence locator grid/ matrix:</u> Does the assessment guide contain an evidence locator grid that indicates where, in the assessment guide, evidence for each of the outcomes and their associated assessment criteria can be found?			
	3.4.3 <u>Sufficiency of evidence:</u> Does the construction of the assessment guide ensure that sufficient, valid, authentic and current evidence is collected for all specific outcomes and their assessment criteria?			
	3.4.4 <u>Outcomes-based decision making:</u> Does the construction of the assessment guides allow for outcomes-based assessment decision making?			
	3.4.5 <u>Model answers/ assessor guidelines:</u> Are model answers/ assessor guidelines in place for the assessment guides?			

Conforming Requirements	Evidence Guidelines	Y	N	Comments
	3.4.6 <u>Assessment process</u> : Does the construction of the assessment guides provide the necessary assessment process documents to ensure that a proper and fair assessment process has been followed?			
3.5 Facilities and Equipment	3.5.1 Are appropriate and sufficient facilities available for the learning programme?			
	3.5.2 Is there appropriate and sufficient equipment available for the learning programme/s?			
3.6 Staffing Requirements	3.6.1 Are there sufficient trainers/facilitators that are appropriately qualified and experienced to present the learning programme/s (complete list of trainers in document WDA001, paragraph 10.2, and attach CV's to application form)			
	3.6.2 Are there sufficient assessors that are appropriately qualified and experienced to conduct the assessments (Attach list of assessors with CV's to application form)			

I certify that the above information is correct:

Signature: Responsible Person

Date: _____

Name and Position: _____