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# Self Evaluation Checklist

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## BANKSETA LEARNING PROGRAMME SELF-EVALUATION

*Please complete this self evaluation and submit it with your programme for evaluation*

Provider name: \_\_\_\_\_

Date of Submission: \_\_\_\_\_

Name of programme: \_\_\_\_\_

1. Programme strategy	Yes	No	Document name and page number
<p>a) <b>Programme name, purpose and target group outlined</b>  <i>What is the name of your programme?</i>  <i>What is the purpose of this programme?</i>  <i>Who should be attending this programme?</i></p>			
<p>b) <b>Programme modular/topic breakdown</b> clearly indicated  <i>What modules does this programme consist of?</i></p>			
<p>c) <b>Roll-out plan</b> including notional hours and credit value of the programme  <i>When will the learner be where, doing what and for how long?</i>  <i>What are the notional hours and credit value of this programme?</i></p>			
<p>d) <b>Learning map and path</b>  <i>What can the learner do after completion of this programme:</i>  <i>-Career wise?</i>  <i>-In terms of further training programmes?</i>  <i>(Horizontal and vertical articulation)</i></p>			
<p>e) <b>Entry</b> level requirements clearly stated  <i>What is the entry level requirement for this programme?</i></p>			
<p>f) <b>Entry and exit points</b> evident in the intended programme                      (Only for Qualifications)  <i>In a qualification, where will the learner be able to enter and exit this programme, eg skills programme at the beginning?</i></p>			

<p>g) <b>Learning methods, resources and environment (context)</b>  <i>What learning methods will be used?</i>  <i>What resources are required to deliver and assess this programme?</i>  <i>What environment will this programme be conducted and assessed in?</i></p> <p>h) <b>Delivery methods, resources and environment</b>  <i>What delivery methods will be used?</i>  <i>How will all learning styles be covered during delivery?</i>  <i>What resources are required for delivery of this programme?</i>  <i>What environment will this programme be delivered in?</i></p> <p>i) <b>Learner access to learning resources and facilities</b>  <i>What access will learners have to resources (internet, library, support, etc)</i>  <i>What access will learners have to facilities?</i></p> <p>j) <b>Second language requirement covered (where required)</b>  <i>How would you address the second language requirement in some of the qualifications?</i></p>			
<b>2. US analysis</b>			
<p>a) All unit standards name and SAQA number  <i>Are all US included and consistent in all documentation</i>  <i>Please use SAQA US numbers and not old BANKSETA numbers</i></p> <p>b) Learning outcomes defined from S/O's  <i>Define learning outcomes from S/O's</i></p> <p>c) S/O's are translated into <b>modules of knowledge</b> and/or <b>skill application</b>  <i>-Learner understands/ knows</i>  <i>-Learner can do</i></p> <p>d) <b>AC's, range statements, EEK's and CCFO's</b> are included in the learning outcomes (units of knowledge and/or units of skill)  <i>Include AC's, range, EEKs and CCFO's in the L/O's</i></p>			
<b>3. Assessment matrix</b>			
<p>a) Assessment matrix including</p> <p><i>Matrix on how you are going to assess each L/O</i></p> <ul style="list-style-type: none"> <li>▪ Formative and summative assessment</li> <li>▪ Workplace/practical vs classroom</li> </ul>			

<ul style="list-style-type: none"> <li>▪ Sample of assessment instruments are submitted with model answers/evidence required. <i>Submit all formative and summative assessment instruments with model answers</i></li> <li>b) All assessment instruments and checklists are practical and have clear instructions for the assessor and learner <i>Instructions to assessor and learner on all instruments: what should the learner do, what should the assessor do?</i></li> <li>c) A clear process of assessment evident <ul style="list-style-type: none"> <li>-Plan the assessment</li> <li>-Prepare for the assessment</li> <li>-Conduct the assessment</li> <li>-Provide feedback</li> <li>-Review the assessment</li> </ul> <i>Is the above evident in your documentation?</i> </li> <li>d) Final integrated assessment evident <i>To ensure competency with the whole process</i></li> <li>e) Names and numbers of BANKSETA registered assessors and Moderators <i>Subject matter experts, registered with BANKSETA</i></li> </ul>			
<b>4. Learner support</b>			
<p>Orientation/induction booklet that contains:</p> <ul style="list-style-type: none"> <li>a) Unit standards to be covered <i>Learner must know what US will be covered</i></li> <li>b) Career opportunities / path <i>What would the learner be able to do after completion of this programme?</i></li> <li>c) Clear roll-out plan: when, where, what? <i>When will the learner be where, doing what and for how long?</i></li> <li>d) Roles and responsibilities of: <ul style="list-style-type: none"> <li>▪ -Learner</li> <li>▪ -Facilitator</li> <li>▪ -Provider</li> <li>▪ -Assessor</li> <li>▪ -Workplace coach / mentor</li> </ul> </li> <li>e) Appeals process and form</li> </ul>			
<b>5. Training material</b>			
<ul style="list-style-type: none"> <li>a) <b>Outcome-based learning material</b> with formative exercises and assessments evident (not BANKSETA material) <i>Outcomes-based: by the end of this module/unit, the learner</i></li> </ul>			

<p><i>should be able to:</i> <i>Formative assessment activities</i></p> <p>b) <b>Facilitator guide</b> <i>The guideline for the facilitator: what, when, how long, model answers to formative activities</i></p> <p>c) <b>Workplace/practical workbook</b> containing specific tasks that the learner has to complete. <i>Skills parts of your learning outcomes broken up into specific tasks the learner has to perform in the workplace, detailed to ensure consistency between learners / workplaces</i></p> <p>d) <b>Practical tasks are related to</b> all the elements of the US (S/O's, assessment criteria, EEK, CCFO's and range statements) <i>Include assessment criteria, EEK, range, CCFO's</i></p>			
<b>6. RPL (Optional)</b>			
<p>a) Provider intends conducting RPL assessments for the relevant programme <i>Optional</i></p> <p>b) RPL policy and process is stipulated <i>In QMS? Resubmit it</i></p> <p>c) RPL assessment strategy in matrix format <i>Assessment matrix per L/O</i></p> <p>d) RPL evidence requirements / evidence plan is outlined (historical, knowledge, process and product evidence) <i>-Historical documents must be included</i></p> <p>e) RPL assessment instruments / checklist <i>What instruments?</i></p> <p>f) Competence judgement criteria <i>-What will you accept as evidence per L/O</i></p>			