

1. PROVIDER DETAILS	
Name of provider	Emergency Care Training
Physical address	
Postal Address	
Telephone numbers	
Fax number	N/A
Contact person	Heather Roestorff
Cell Number	
E-mail address	

LEARNING MATERIALS ALIGNED AGAINST THE FOLLOWING UNIT STANDARDS WERE RECEIVED:				
US TYPE	U/S ID	UNIT STANDARD TITLE	NQF LEVEL	CREDITS
Core	120496	Provide risk-based primary emergency care/first aid in the workplace	02	05
Elective	376480	Provide first aid as an advanced first responder	03	08

2. SUMMARY OF DOCUMENTS RECEIVED

Note: The focus mainly on Core and Electives

	Yes	No
Self LPE	Yes	
Alignment Matrix	Yes	
Learner Guide	Yes	
Facilitator Guide	Yes	
Assessment Guide	Yes	
Learner Workbook	Yes	

3. SUMMARY OF EVALUATION

	CRITERIA	COMPLY (Y/N) or Partially	COMMENTS / GAPS / FURTHER ACTION
3.1	The Title of the Learning Programme:	Compliant	COMMENTS: - The LPE Self-Assessment Form submitted has ticks of 'Yes' throughout which has detailed statements to qualify them (YES). - The outer covers of the Guides submitted indicate the title of the Unit Standard to be the Programme Title. - The Learning Programme are seen to be aligned against the following <i>Unit Standard</i>: 120496 : <u>Provide risk-based primary emergency care/first aid in the workplace</u>, NQF Level 02, Credits = 05 & 376480: <u>Provide first aid as an advanced first responder sector, own organisation and a specific workplace</u>, NQF Level 03, Credits = 08. This is fine.
3.2	Purpose of programme:	Complaint	PURPOSE OF PROGRAMME: COMMENTS: The purpose of both programmes is stated in the learner guides (120496 & 376480) with the Unit Standard purpose. This is fine

3.3	Target Group:	Compliant	<u>TARGET GROUP:</u> <u>COMMENTS:</u> The informaion is clearly articulated in the assessment guides for both 120496 & 376480 whereby different targeted groups are outlined with their levels of qualifications. <u>This is fine</u>
3.4	Entry level requirements:	Compliant	<u>ENTRY REQUIREMENTS: 120496</u> - It is clearly outlined in the assessment guide that the learners must have particular competencies, NQF Level 1 (Maths and English) or equivalent. <u>ENTRY REQUIREMENTS: 376480</u> - It is clearly outlined in the assessment guide that the learners must have particular competencies, NQF Level 2 (Maths and English) or equivalent. <u>This is fine</u>
3.5	Learners not meeting entry requirements:	Not compliant.	<u>LEARNERS NOT MEETING ENTRY REQUIREMENTS:</u> <u>COMMENTS:</u>
3.6	Alignment Matrix and Evidence Locator Matrix	Compliant	<u>ALIGNMENT MATRIX AND EVIDENCE LOCATOR MATRIX:</u>

			- The provider was able to use the TETA standard Alignment Matrix on both 120496 & 376480 learning programmes which will assist in ensuring that evidence required is not omitted. - Learning Outcomes are Assessment criteria aligned, clearly written and measurable /assessable. - The matrix has ensured that the “competence” will be attained, and “<i>Knowledge</i>” and “<i>Skills/Abilities</i>” that the learner has to achieve at the end of the module, is explicitly and clearly stated. <u>This is fine</u>
3.7	Learner Guide/s:	Compliant	<u>LEARNER GUIDE: 120496:</u> <u>LEARNING OUTCOMES:</u> <u>CONTENT:</u> - US#120496 has Seven (07) Specific Outcomes (SOs). - Content in the Learner Guide is sufficient to attain all the outcomes stated in the SAQA document. - Unit Standards Specific Outcomes (SOs), their associated Assessment Criteria (ACs) and Range Statement are confirmed relevant and covered in the content. - The alignment of the learning content is clearly articulated by the alignment matrix with evidence provided in the learner guide. - Both SOs and ACs of the SAQA unit standard 120496 are satisfactorily covered in the learning programme. - The outcomes of the SAQA unit standard are sufficiently covered and can be measurable with the alignment matrix providing a road map to navigate the process. <u>This is fine</u>
3.8	Facilitator Guide	Compliant	<u>FACILITATOR GUIDE 120496</u> The Learning Programme is aligned against the following <i>Unit Standard 120496 : Provide risk-based primary emergency care/first aid in the workplace</i> , NQF Level 02, Credits = 05.

			<u>Learning Programme Time Frames:</u> • The time allocations are in accordance with the principle that 30% and 70% of the Total Notional Hours are to be allocated for classroom contact sessions and workplace experiential learning respectively. • The Facilitator Guide submitted does detail information pertaining to learning design including descriptions of methodology and strategy, and timeframes to the Learning Programme indications. <u>This is fine</u>
3.9	Learner Workbook	Compliant	<u>LEARNER WORKBOOK:</u> COMMENTS: • Learner Workbook document contains Formative and summative Assessment activities, that are aligned to the SAQA unit standard 120496. Every SO and AC is individually cover through the detailed outline of activities articulated in the both the alignment matrix and learner workbook. • Assessment instruments and tools are outlined in the alignment matrix which are clearly articulated in the workbook. <u>This is fine</u>
3.10	Assessment Guide	Compliant	<u>ASSESSMENTS GUIDE : 120496:</u> • US#120496 has Seven (07) Specific Outcomes (SOs), that seem to satisfactorily addressed during assessments • Assessment Guide document is seen containing generic assessment tools, Assessment Plan, Assessment Feedback, Assessment Review Template, etc. • Summative assessment: Knowledge Questionnaire comprising of questions that are aligned against particular ACs which is articulated through the alignment matrix. • Assessment tools such as <i>Model Answers, Observation Checklists and/or End Product Evaluation Checklist/Sample Product Evaluation Checklist</i> are also outlined. • Assessment instruments and tools as in the learner workbook are fit for purpose and can be measurable.

			<u>This is fine</u>
3.11	Learner Guide/s:	Compliant	<u>LEARNER GUIDE: 376480:</u> <u>LEARNING OUTCOMES:</u> <u>CONTENT:</u> • US# 376480 has Six (06) Specific Outcomes (SOs). • Content in the Learner Guide is sufficient to attain all the outcomes but cannot be confirmed. • Unit Standards Specific Outcomes (SOs), their associated Assessment Criteria (ACs) and Range Statement cannot be confirmed relevant and covered in the content. • The alignment of the learning content is clearly articulated by the alignment matrix with evidence provided in the learner guide. • Both SOs and ACs of the SAQA unit standard 376480 are satisfactorily covered in the learning programme. • The outcomes of the SAQA unit standard are sufficiently covered and can be measurable with the alignment matrix providing a road map to navigate the process. <u>This is fine</u>
3.12	Facilitator Guide	Compliant	<u>FACILITATOR GUIDE 376480</u> • The Learning Programme is aligned against the following <i>Unit Standard 376480</i> : <u>Provide first aid as an advanced first responder</u> , NQF Level 03, Credits = 08. <u>Learning Programme Time Frames:</u> • The time allocations are in accordance with the principle that 30% and 70% of the Total Notional Hours are to be allocated for classroom contact sessions and workplace experiential learning respectively. • The Facilitator Guide submitted does detail information pertaining to learning design including descriptions of methodology and strategy, and timeframes to the Learning Programme indications.

			<u>This is fine</u>
3.13	Learner Workbook	Compliant	<u>LEARNER WORKBOOK:</u> COMMENTS: - Learner Workbook document contains Formative and summative Assessment activities, that are aligned to the SAQA unit standard 376480. Every SO and AC is individually cover through the detailed outline of activities articulated in the both the alignment matrix and learner workbook. - Assessment instruments and tools are outlined in the alignment matrix which are clearly articulated in the workbook. <u>This is fine</u>
3.14	Assessment Guide	Compliant	<u>ASSESSMENTS GUIDE: 376480</u> - US# 376480 has Six (06) Specific Outcomes (SOs), that seem to satisfactorily addressed during assessments - Assessment Guide document is seen containing generic assessment tools, Assessment Plan, Assessment Feedback, Assessment Review Template, etc. - Summative assessment: Knowledge Questionnaire comprising of questions that are aligned against particular AC's which is articulated through the alignment matrix. - Assessment tools such as <i>Model Answers, Observation Checklists and/or End Product Evaluation Checklist/Sample Product Evaluation Checklist</i> are also outlined. - Assessment instruments and tools as in the learner workbook are fit for purpose and can be measurable. <u>This is fine</u>
3.15	OUTCOMES-BASED LEARNING PRINCIPLES:	Compliant	<u>COMMENTS:</u> Outcomes-based learning principles are seen to be applied. The training material is practical, learner centred and learning does relate to real life experience. There is evidence of activities learners must work on, and learners are involved and actively participate in their learning.

			<u>This is fine.</u>
3.16	Design and presentation of contents (Learner Guide, Facilitator Guide & Assessment Guide):	Compliant	1. LEARNER GUIDE: a. Outcomes and content: • Learning outcomes are stated in the Learner Guide. • Content is sufficient to can cover the outcomes. SOs, ACs and Range Statements are covered in content. <u>This is fine.</u> b. Material design: • The design of the Learning Materials submitted is logical and cumulative. • Sections and knowledge do build on from each other. <u>This is fine.</u> c. Tone and language: • The language and tone used in the Learning Material is appropriate and simple for learners placed at an NQF level 5 programmes, with less jargon. <u>This is fine</u> d. Visuals and layout • Pictures and visuals that are interactive are used in the Learner Guide. <u>This is fine.</u>
3.17	Learner Support Practices:	Partially compliant	<u>COMMENTS:</u> • Learners are supported during the programme; however, there is no evidence in terms of support offered to learners prior and after the programme. <u>RECOMMENDATTION;</u> • Provide evidence in terms of how the organisation will assist and support learners prior and after the programme.

4. EXECUTIVE SUMMARY

LEARNING PROGRAMME ALIGNMENT AND EVIDENCE MATRICES:

- The SDP used the TETA Learning Programme Alignment Matrix. Evidence as would be required on the TETA matrix is clearly provided.
- SOs titles and ACs as on the Unit Standard are recorded.
- Learning Outcomes to be attained are clearly stated on the matrixes.

LEARNER GUIDE:

- Outcomes to be attained are stated in the Learner Guide.
- Content in the Learner Guide is sufficient to cover the outcomes.
- Specific Outcomes (SOs) and their associated Assessment Criteria (ACs) are covered in content.

FACILITATOR GUIDE:

- The above time allocations are in accordance with the principle that 30% and 70% of the Total Notional Hours are to be allocated for classroom contact sessions and workplace experiential learning respectively
- Facilitator Guide submitted does detail information pertaining to learning design including descriptions of methodology and strategy, and timeframes to the Learning Programme indications.

ASSESSMENT GUIDE/S:

- Outcomes that covers “*skills/abilities*” are addressed during summative assessments.
- Assessment Tools such as ***Model Answers, Observation Checklists and/or End Product Evaluation Checklist/Sample Product Evaluation Checklist are outlined.***

Final Decision

Approval of the learning programme is recommended for unit standard: 120496 & 376480.

DATE	DESIGNATION	FULL NAMES	RECOMMENDATION				SIGNATURE
27 February 2020	Evaluator	General Ronnie Molapo	APPROVED	X			
28 February 2020	Recommendation	Phindy Kunene	APPROVED	X			
28 February 2020	ETQA Practitioner	Nkosinathi Thango	APPROVED	X			

EMERGENCY CARE

Your safety is our priority

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09 April 2020

ATTN: Reuben Jensen
Lime Green Training

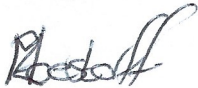
Dear Reuben

This letter serves to confirm that Emergency Care Training has purchased the learning material for unit standard 120496 and 376480 from Lime Green under an agreement to use the material for training on a print on demand basis.

Lime Green is the originator and owner of the intellectual property and has permission to sell this material to other training businesses, who in turn also have permission to use it under the terms of use agreement supplied by Lime Green.

I trust that the above meets with your approval. Should you have any queries please feel free to contact me.

Kind regards



Heather Roestorff
Emergency Care
Managing Member
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heather@emergency-care.co.za