



## ESETA CRITERIA FOR LEARNING MATERIAL

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| <b>PROVIDER:</b> |  |
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| <b>DATE:</b> |  |
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### NOTES:

- "Learning Materials" include: (i) Learner Guide (ii) Facilitator Guide (iii) Assessment Guide
- **Learner Guides are compulsory.**
- If a Provider cannot produce **Facilitator Guides**, it should at least prove that facilitators plan for training sessions, based on the criteria below.
- If a Provider cannot produce **Assessment Guides**, it should at least prove that learner assessment and evidence of competence are managed, based on the criteria below.
- Note that certain criteria are compulsory. Non-compliance to such a criterion automatically causes a "Non-conformance".
- Learning programme evaluator (auditors) will review samples of Learner-, Facilitator- and Assessment Guides holistically and will make one recommendation whether a Provider's Learning Materials comply with the minimum quality criteria.

| 1.  | Quality Criteria for <u>Learner Guides</u>  | Compulsory? | Non-<br>Conformance<br>Y / N | Notes | Provider<br>signature |
|-----|---|-------------|------------------------------|-------|-----------------------|
| 1.1 | The Learner Guide has a clear <b>title</b> reflecting the name of the learning programme / course.  | Y           |                              |       |                       |
| 1.2 | A <b>Table of Contents</b> presents the breakdown of the programme and references to pages.   | Y           |                              |       |                       |
| 1.3 | Reference is made to <b>version number</b> of the programme, the <b>issue date</b> and the document <b>number</b> .                       | Y           |                              |       |                       |
| 1.4 | <b>Pages</b> are clearly <b>numbered</b> in numerical sequence.   | Y           |                              |       |                       |
| 1.5 | The font size is fit for purpose and <b>legible</b> . Copied pages are clear and legible.   | Y           |                              |       |                       |
| 1.6 | Learner Guides reflect the <b>purpose</b> of the programme / course or module   | Y           |                              |       |                       |
| 1.7 | The programme is <b>linked to a</b> national-, international- or organisational <b>standard</b> and the applicable standard is reflected. | Y           |                              |       |                       |

| 1.8  | <b>Entry requirements</b> or prerequisites for entry into the programme are given.                                 | Y                  |                                  |              |                               |
|--|--|--------------------|----------------------------------|--------------|-------------------------------|
| <b>Quality Criteria for Learner Guides</b> |  | <b>Compulsory?</b> | <b>Non-Conformance<br/>Y / N</b> | <b>Notes</b> | <b>Provider<br/>signature</b> |
| 1.9  | The <b>safety requirements</b> , relevant to the programme, are described.   | Y                  |                                  |              |                               |
| 1.10                                       | The <b>layout</b> of learner information is logical and user-friendly.   | Y                  |                                  |              |                               |
| 1.11                                       | The given standard (as in 1.7 above) is comprehensively addressed.   | Y                  |                                  |              |                               |
| 1.12                                       | A <b>bibliography</b> is presented of sources used during compilation of the programme.                            | N                  |                                  |              |                               |
| 1.13                                       | A <b>list of graphics</b> / figures presented in the programme is given as well as the corresponding page numbers. | N                  |                                  |              |                               |

| 2.  | Quality Criteria for <u>Facilitator Guides</u>   | Compulsory? | Non-<br>Conformance<br>Y / N | Notes | Provider<br>signature |
|-----|--|-------------|------------------------------|-------|-----------------------|
| 2.1 | A <b>layout</b> is given of the <b>content</b> to be facilitated.  | Y           |                              |       |                       |
| 2.2 | A layout is given of the time it will take ( <b>durations</b> ) to facilitate a specific module / learning unit. | Y           |                              |       |                       |
| 2.3 | <b>Linkages</b> are made between the <b>content and assessment activities</b> .                                  | Y           |                              |       |                       |
| 2.4 | The <b>equipment, tools and media</b> needed for each module / learning unit is <b>identified</b> .              | Y           |                              |       |                       |
| 2.5 | General <b>trainer notes</b> are given, for instance to clarify or emphasise certain learning events.            | Y           |                              |       |                       |

| 3.  | Quality Criteria for <u>Assessment Guides</u>   | Compulsory? | Non-<br>Conformance<br>Y / N | Notes | Provider<br>signature |
|-----|---|-------------|------------------------------|-------|-----------------------|
| 3.1 | <b>General guidelines</b> are given to the learner on how to complete the Portfolio of Evidence (POE).                                    | Y           |                              |       |                       |
| 3.2 | An <b>Assessment Plan</b> , to be completed by the learner and assessor, is inserted in the POE.  | Y           |                              |       |                       |
| 3.3 | A Learner <b>Declaration of Authenticity</b> is inserted in the POE.  | Y           |                              |       |                       |
| 3.4 | A form where the <b>learner</b> indicates his/her <b>readiness</b> to be assessed is inserted in the POE.                                 | Y           |                              |       |                       |
| 3.5 | The <b>evidence to be produced by the learner</b> , based on the relevant standard, in order to prove competence, is inserted in the POE. | Y           |                              |       |                       |
| 3.6 | A summarised <b>report of learner competence</b> , to be completed by the assessor, is inserted in the POE.                               | Y           |                              |       |                       |
| 3.7 | A <b>review checklist</b> , to be completed by the <b>assessor</b> , is inserted in the POE.  | Y           |                              |       |                       |

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|-----|---|---|--|--|--|
| 3.8 | A <b>copy of the unit standard</b> or other applicable standard is inserted in the POE.   | N |  |  |  |
| 3.9 | An <b>agreement between the learner and the institution</b> regarding the conditions for training of the learning programme is inserted in the POE. | N |  |  |  |

### RECOMMENDATION OF THE LEARNING PROGRAMME EVALUATOR

After reviewing samples of the Provider's Learning Materials, the following is recommended: (Mark with X)

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| Learning Materials comply with the minimum quality criteria: |  |
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| Learning Materials do not comply with the minimum quality criteria: |  |
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|------------------------------|--|--|
| PROVIDER NAME AND SIGNATURE: |  |  |
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| AUDITOR NAME AND SIGNATURE: |  |  |
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