

NATIONAL TREASURY
APPLICATION FOR ACCREDITATION OF EDUCATIONAL PROGRAMME

Name of organisation
 Postal Address
 Physical / Registered address
 Contact person
 Phone/fax/email

Please tell us about:	<i>Factors that will be considered in evaluating the application</i>
1 Your resources	
Is your organisation registered with SAQA?	<i>If not, why not?</i>
Is your organisation registered with Dept of Education?	<i>If not, why not?</i>
What Human Resources are available to facilitate your programme? (Please include brief CVs of facilitators)	<i>Are facilitators suitable (in terms of numbers, qualifications and experience – particularly in the Public Sector) to deliver the programme? Do CVs suggest that facilitators possess competence relevant to the nature of the programme and are up to date with current practices?</i>
What Infrastructure and Technological Resources are available for these programmes?	<i>Are the administrative, secretarial and technical support services appropriate? Are there adequate and appropriate learning and study facilities?</i>

2 Your course		
Which of the training priorities identified by the National Treasury does your programme address?	Full details of these competences, specific outcomes & ‘embedded knowledge’ are contained in the ‘Training Framework’ report, available on the National Treasury website (www.treasury.gov.za)	Tick
	Performance Indicators;	
	Appreciate the use and limitations of accounting data as a basis for management action;	
	Appreciation of the sensitivity of elements in the budget;	
	All Costing competencies	
	All Procurement competencies;	
	Use and application of risk assessment techniques;	
	Ability to present information in graphical, diagrammatic or tabular formats	
	Interpretation of the commercial accounts of public entities	
	Contribute to the planning and allocation of resources; Prepare forecasts of income & expenditure;	
	Produce draft budget proposals;	
	Budgetary control: Operate budgetary control systems (monthly reporting);	
	Produce spreadsheets for the analysis of numerical information;	
	Project management and project management systems;	
	Reforms in budgeting and budgetary systems and the MTEF;	
	Use calculators and other equipment in processing documents;	
	Draft routine business communications;	
	Make & record payments in accordance with financial policies & regulations;	
	Understand the responsibilities, functions and qualities of the Auditor-General;	
	Understand the role and responsibilities of the internal audit function	
What are the learning outcomes you anticipate?	<i>Are they realistic, written coherently and in a format consistent with SAQA thinking?</i>	
What is the structure and content of your programme?	<i>What is the material to be covered? Does the structure allow time for exercises and consolidation of learning?</i>	

At what level is your programme aimed? <i>Tick one box below</i>		
Level 1: Knowledge and Comprehension	<i>Learners are expected to demonstrate a knowledge and understanding of facts, methods, processes and structures as well as an ability to list and explain them. This involves memorizing as well as an awareness, recall or recognition of relevant information in various forms. A limited degree of interpretation is required.</i>	Tick
Level 2: Application	<i>Learners are expected to demonstrate a knowledge and understanding of the background and of the facts, and the ability to apply rules, principles, techniques and methods to a problem in order to find an answer based on the information provided. There is normally only one ideal solution to the problem, which can be logically determined by the information provided. This may also be referred to as the 'convergent application of knowledge'.</i>	
Level 3: Integration	<i>Learners are expected to demonstrate a full factual knowledge of the topic, the background thereto and of related topics, and an ability to carry out functions of integration, such as analysis, interpretation, synthesis and evaluation. This includes the application of multidisciplinary knowledge and problem solving, in instances where there is more than a single acceptable solution. In this sense it constitutes creative thinking, and comprises fluency, flexibility, originality, critical awareness and independent thought. It may also be referred to as the divergent application of knowledge.</i>	
How up to date is the material covered in your programme?	<i>Has the material been superseded by legislation or events?</i>	
Describe the process you followed to design your programme	<i>Was there liaison with potential clients? Are the syllabus and the learning outcomes clearly defined?</i>	
Describe the teaching/learning approach employed	<i>Is the learning process integrated with practical case studies and exercises? Does the programme require pre- or post-course reading?</i>	
How many tuition hours does the programme require?	<i>Is this realistic to achieve the learning objectives?</i>	
How do you assess the effectiveness of your teaching?	<i>Is there a regular evaluation by/of students and/or employers? Does the evaluation focus on learning outcomes?</i>	
Are there mechanisms in place to support students?	<i>Are support facilities for students in place, for example, counselling facilities?</i>	
3 Your assessment of learners		
How do you assess learners?	<i>Is the assessment representative of material covered & appropriate for the stated level? Is the focus on the memorisation of facts, rules and regulations? Is there an independent external evaluation?</i>	
How do your assessments test the ability of the student to apply underlying concepts and principles in the workplace?	<i>Are additional methods of evaluating skills (e.g. Oral assessments or research assignments) considered?</i>	
4 Other information		
Cost of programme		
Years of operation if not registered with SAQA/ Dept of Ed		
Medium & mode of instruction		
Location		

