



**1 GENERAL INFORMATION****1.1 Centre/Host centre name (If using a centre)****1.2 EMIS number of the host centre (if a centre building is used)****1.3 Educational region****1.4 Educational district****1.5 Circuit (If applicable)****1.6 Ward (If applicable)****1.7 Physical address****1.8 Postal address**

Postal code

Postal code

**1.9 Centre's Telephone:****1.10 Centre's Fax:****1.11 Centre Manager's home:****1.12 Centre Manager's Cell phone:****1.13 Email****1.14 The time that the centre operates (You may select more than one option.)**

1.14.1 Morning [1=yes; 2=no]

1.14.2 Afternoon [1=yes; 2=no]

1.14.3 Evening [1=yes; 2=no]

**1.15 Management of centre [1=yes; 2=no](You may select more than one option.)**

1.15.1 State

1.15.2 Local authority

1.15.3 Parastatals

1.15.4 Private companies

1.15.5 Training boards

1.15.6 Non-governmental Organisation (NGO)

1.15.7 Community Based Organisation (CBO)

1.15.8 Faith Based Organisation (e.g. church, mosque, temple, etc.)

1.15.9 Other, (specify)

**1.16 What is the type of accommodation used? (Mark with an x)**

Centre

Religious Building

Community Centre

House

**1.17 Specify the ABET levels and FET grades offered. [1=yes; 2=no] (You may select more than one option.)**ABET  
Level 1ABET  
Level 2ABET  
Level 3ABET  
Level 4FET  
Grade 10  
(NQF 2)FET  
Grade 11  
(NQF 3)FET  
Grade 12  
(NQF 4)

Other (Specify)

**1.18.1 Number of days/nights per week that the centre operates****1.18.2 Number of hours per day/night that the centre operates, (hours, minutes e.g. 2,45)**

H H , M M

**1.19 What is the standard annual (centre) fee per learner for the current academic year? (Exclude rebates for more than one learner in a family or discounts for early payment, etc.) (RAND ONLY)**

ABET Level 1

ABET Level 2

ABET Level 3

ABET Level 4

FET Grade 10

FET Grade 11

FET Grade 12

Other



## 2 LEARNER INFORMATION

**LOOK** NOTE: PLEASE LEAVE THE BLOCKS BLANK WHERE THERE IS NO INFORMATION IN SECTION TWO AND THREE. DO NOT USE LEADING ZEROS AND ZEROS OR DASHES TO INDICATE AN ABSENCE OF DATA.

Information for ABET learners must be provided for male and female learners separately, where applicable. It is important to collect learner numbers in terms of population group and gender in order to track the extent to which equity and access are being addressed in the education system. The ABET learner should determine the population group. This should reflect the ABET learner and/or the family's own perception of their population group and not the racial classification used in the past.

2.1 LEARNER HEADCOUNT TABLE												
This table refers to the total number of LEARNERS enrolled at the centre during the CURRENT ACADEMIC YEAR according to gender and level. The total marked ♥ must reflect the number of learners registered. (LEARNER MUST ONLY BE COUNTED ONCE.) (Each learner must be allocated to the category where he or she spends most of his or her time.)												
Gender	ABET* Levels 1 to 4				FET** Grade 10 to 12 (NQF 2-4)				OTHER***	TOTAL		
Male												
Female												
<b>TOTAL</b>											♥	

2.2 Total number of ENROLMENTS PER LEVEL OR GRADE enrolled at the centre during the CURRENT ACADEMIC YEAR according to gender and level or grade. (Learners may be counted more than once.)									
Gender	ABET* Level 1	ABET* Level 2	ABET* Level 3	ABET* Level 4	FET Grade 10 (NQF 2)	FET Grade 11 (NQF 3)	FET Grade 12 (NQF 4)	OTHER***	TOTAL
Male									
Female									
<b>TOTAL</b>									

2.3.1 Number of learners (excluding SNE learners) according to population group, level/grade and gender.										
Population Group	Gender	ABET Level 1	ABET Level 2	ABET Level 3	ABET Level 4	FET Grade 10 (NQF 2)	FET Grade 11 (NQF 3)	FET Grade 12 (NQF 4)	OTHER	Total
Black African	Male									
	Female									
Coloured	Male									
	Female									
Indian	Male									
	Female									
White	Male									
	Female									
Other	Male									
	Female									
<b>Total</b>										♥

2.3.2 Number of SNE learners according to population group, level/grade and gender.										
Population Group	Gender	ABET Level 1	ABET Level 2	ABET Level 3	ABET Level 4	FET Grade 10 (NQF 2)	FET Grade 11 (NQF 3)	FET Grade 12 (NQF 4)	OTHER	Total
Black African	Male									
	Female									
Coloured	Male									
	Female									
Indian	Male									
	Female									
White	Male									
	Female									
Other	Male									
	Female									
<b>Total</b>										♥

THE TOTALS FOR TABLE 2.3.1 AND 2.3.2 MUST EQUAL THE TOTAL OF TABLE 2.1  
 \*\*\*Other = Short courses and skills-based courses  
 SNE = Refers to a class that learners who experience barriers to learning attend on a full-time basis so that their curriculum support needs can be individually addressed.



2.4.1 Number of learners (excluding SNE learners) according to age, level/grade and gender: MALE									
Age	ABET Level 1	ABET Level 2	ABET Level 3	ABET Level 4	FET Grade 10 (NQF 2)	FET Grade 11 (NQF 3)	FET Grade 12 (NQF 4)	OTHER	Total
	Male	Male	Male	Male	Male	Male	Male	Male	
< 16									
16-20									
21-25									
26-30									
31-35									
36-40									
41-45									
46-50									
51-55									
56+									
Total									

2.4.2 Number of learners (excluding SNE learners) according to age, level/grade and gender: FEMALE									
Age	ABET Level 1	ABET Level 2	ABET Level 3	ABET Level 4	FET Grade 10 (NQF 2)	FET Grade 11 (NQF 3)	FET Grade 12 (NQF 4)	OTHER	Total
	Female	Female	Female	Female	Female	Female	Female	Female	
< 16									
16-20									
21-25									
26-30									
31-35									
36-40									
41-45									
46-50									
51-55									
56+									
Total									

2.4.3 Number of SNE learners according to age, level/grade and gender: MALE									
Age	ABET Level 1	ABET Level 2	ABET Level 3	ABET Level 4	FET Grade 10 (NQF 2)	FET Grade 11 (NQF 3)	FET Grade 12 (NQF 4)	OTHER	Total
	Male	Male	Male	Male	Male	Male	Male	Male	
< 16									
16-20									
21-25									
26-30									
31-35									
36-40									
41-45									
46-50									
51-55									
56+									
Total									

2.4.4 Number of <u>SNE learners</u> according to age, level/grade and gender: FEMALE																							
Age	ABET Level 1			ABET Level 2			ABET Level 3			ABET Level 4			FET Grade 10 (NQF 2)		FET Grade 11 (NQF 3)		FET Grade 12 (NQF 4)		OTHER		Total		
	Female	Female	Female	Female	Female	Female	Female	Female	Female	Female	Female	Female	Female	Female	Female	Female	Female	Female					
< 16																							
16-20																							
21-25																							
26-30																							
31-35																							
36-40																							
41-45																							
46-50																							
51-55																							
56+																							
Total																							

THE TOTALS FOR TABLE 2.4.1, 2.4.2, 2.4.3 and 2.4.4. MUST EQUAL THE TOTAL OF TABLE 2.1

2.5.1 Number of learners (excluding SNE learners) according to home language and level/grade: (MALE AND FEMALE)																							
Language	ABET Level 1			ABET Level 2			ABET Level 3			ABET Level 4			FET Grade 10 (NQF 2)		FET Grade 11 (NQF 3)		FET Grade 12 (NQF 4)		OTHER		Total		
Afrikaans																							
English																							
IsiNdebele																							
Sepedi																							
SiSwati																							
Xitsonga																							
Tshivenda																							
Setswana																							
IsiXhosa																							
IsiZulu																							
Sesotho																							
SASL																							
Other																							
Total																							

2.5.2 Number of <u>SNE learners</u> according to home language and level/grade: (MALE AND FEMALE)																							
Language	ABET Level 1			ABET Level 2			ABET Level 3			ABET Level 4			FET Grade 10 (NQF 2)		FET Grade 11 (NQF 3)		FET Grade 12 (NQF 4)		OTHER		Total		
Afrikaans																							
English																							
IsiNdebele																							
Sepedi																							
SiSwati																							
Xitsonga																							
Tshivenda																							
Setswana																							
IsiXhosa																							
IsiZulu																							
Sesotho																							
SASL																							
Other																							

THE TOTALS FOR TABLE 2.5.1 AND 2.5.2 MUST EQUAL THE TOTAL OF TABLE 2.1



2.6.1 Number of learners (excluding SNE learners) according to Language of Learning and Teaching and level/grade: (MALE AND FEMALE)																				
Language	ABET Level 1			ABET Level 2			ABET Level 3			ABET Level 4			FET Grade 10 (NQF 2)	FET Grade 11 (NQF 3)	FET Grade 12 (NQF 4)	OTHER	Total			
Afrikaans																				
English																				
IsiNdebele																				
Sepedi																				
SiSwati																				
Xitsonga																				
Tshivenda																				
Setswana																				
IsiXhosa																				
IsiZulu																				
Sesotho																				
SASL																				
Other																				
Total																				

2.6.2 Number of SNE learners according to Language of Learning and Teaching and level/grade: (MALE AND FEMALE)																				
Language	ABET Level 1			ABET Level 2			ABET Level 3			ABET Level 4			FET Grade 10 (NQF 2)	FET Grade 11 (NQF 3)	FET Grade 12 (NQF 4)	OTHER	Total			
Afrikaans																				
English																				
IsiNdebele																				
Sepedi																				
SiSwati																				
Xitsonga																				
Tshivenda																				
Setswana																				
IsiXhosa																				
IsiZulu																				
Sesotho																				
SASL																				
Other																				

THE TOTALS FOR TABLE 2.6.1 AND 2.6.2 MUST EQUAL THE TOTAL OF TABLE 2.1

2.7 First-time enrolments (Learners who are enrolling for the first time at the centre or satellite.)																				
Gender	ABET Level 1			ABET Level 2			ABET Level 3			ABET Level 4			FET Grade 10 (NQF 2)	FET Grade 11 (NQF 3)	FET Grade 12 (NQF 4)	Other	Total			
Male																				
Female																				
Total																				

2.8	NUMBER OF SNE LEARNERS	Number of formally assessed SNE learners according to barrier to learning. (Do not complete this column if a professional person has not formally assessed learners.)	Number of SNE learners who have not been formally assessed according to barrier to learning. (Include only learners who have not been formally assessed by a professional person.) For learners to be classified as SNE the assessment done by the centre, with the permission of the parent/s, must be ratified by a member of the District-based Support Team or any other relevant district official.
	<b>Barriers to learning</b>		
2.7.1	Attention deficit disorder with/without hyperactivity:		
2.7.2	Autistic spectrum disorders:		
2.7.3	Behavioural disorder (including Severe behavioural problems):		
2.7.4	Blind:		
2.7.5	Cerebral palsied:		
2.7.6	Deaf:		
2.7.7	Deaf/blind:		
2.7.8	Epilepsy:		
2.7.9	Hard of hearing:		
2.7.10	Mildly or moderately intellectually disabled:		
2.7.11	Multiply disabled:		
2.7.12	Partially sighted:		
2.7.13	Physically disabled:		
2.7.14	Severely intellectually disabled:		
2.7.15	Specific learning disability:		

<b>Attention deficit disorder with/without hyperactivity:</b>	Learners who experience barriers to learning owing to attention deficit disorder and who are in need of additional specialised support.
<b>Autistic spectrum disorders:</b>	Learners who experience a serious disorder on the Autistic spectrum - must be declared as such by a medical practitioner.
<b>Behavioural disorder (including Severe behavioural problems):</b>	Learners with a severe behavioural disorder of such a degree that it is difficult to accommodate them in an ordinary class.
<b>Blind:</b>	Learners who experience a <u>severe</u> visual impairment and who depend on specialised educational support.
<b>Cerebral palsied:</b>	Learners with spinal injuries – (must be declared medically as such by a medical practitioner.)
<b>Deaf:</b>	Learners who experience a <u>severe</u> hearing impairment and who depend on specialised educational support.
<b>Deaf/blind:</b>	Learners who are completely deaf and blind.
<b>Epilepsy:</b>	Learners, who experience barriers to learning owing to epilepsy and are in need of additional specialised support – (must be declared medically as such by a medical practitioner.)
<b>Hard of hearing:</b>	Learners who experience a moderate hearing impairment and who are in need of additional specialised support.
<b>Mildly or moderately intellectually disabled:</b>	Learners who experience moderate intellectual disability and are more than two years behind their peers.
<b>Multiply disabled:</b>	Learners who experience more than one of the listed disabilities.
<b>Partially sighted:</b>	Learners who experience visual impairment and are in need of additional support.
<b>Physically disabled:</b>	Learners with a significant physical disability and who are in need of additional specialised support.
<b>Severely intellectually disabled:</b>	Learners who experience severe intellectual disability and are more than two years behind their peers.
<b>Specific learning disability:</b>	Learners who experience severe barriers to learning, e.g. in the form of reading or writing difficulties and are in need of additional specialised support.

EMIS Number

2.9.1 Number of learners according to learning area (programmes or subjects), level, gender and duration in hours per annum.												
Programmes	ABET Level 1			ABET Level 2			ABET Level 3			ABET Level 4		
	Male	Female	Duration	Male	Female	Duration	Male	Female	Duration	Male	Female	Duration
Languages, Literacy and Communication												
Mathematical Literacy												
Mathematics and Mathematical Sciences												
Natural Sciences												
Technology												
Human and Social Sciences												
Economic and Management Sciences												
Arts and Culture												
Life Orientation												
Tourism												
Applied Agriculture												
Ancillary Health Care												
Small, Medium and Micro Enterprises												
Total												

**2.9.2 Other programmes offered at the centre, such as needlework, woodwork and other technical courses.**  
(Number of learners according to learning area [programmes or subjects], level, gender and duration in hours per annum.)

Please fill in the courses below	ABET Level 1			ABET Level 2			ABET Level 3			ABET Level 4		
	Male	Female	Duration	Male	Female	Duration	Male	Female	Duration	Male	Female	Duration
Total												





**2.10.1 Did the centre conduct placement tests? [1=yes; 2=no]**

2.10.2 If yes, how many learners participated in the placement tests according to learning area (programmes or subjects) and level/?		Learning Area				ABET Level 1			ABET Level 2			ABET Level 3			ABET Level 4			
2.10.2.1	Languages, Literacy and Communication																	
2.10.2.2	Mathematical Literacy																	
2.10.2.3	Mathematics and Mathematical Sciences																	
2.10.2.4	Natural Sciences																	
2.10.2.5	Technology																	
2.10.2.6	Human and Social Sciences																	
2.10.2.7	Economic and Management Sciences																	
2.10.2.8	Arts and Culture																	
2.10.2.9	Life Orientation																	
2.10.2.10	Tourism																	
2.10.2.11	Applied Agriculture																	
2.10.2.12	Ancillary Health Care																	
2.10.2.13	Small, Medium and Micro Enterprises																	

**2.11 Number of learners who were in a mainstream centre during the previous academic year**

		Male			Female			TOTAL		
2.11.1	Below Grade 9 learners									
2.11.2	Grade 9 learners									
2.11.3	Grade 10 learners									
2.11.4	Grade 11 learners.									
2.11.5	Grade 12 learners.									

**2.12 Number of learners who were NOT COMPETENT in the PREVIOUS ACADEMIC YEAR.**

Please include all learners who were not competent in the previous year even if they have since left the centre or satellite. This information should be obtained from end of year schedules.

Learning Area/Elective	ABET Level 1		ABET Level 2		ABET Level 3		ABET Level 4	
	Male	Female	Male	Female	Male	Female	Male	Female
Languages, Literacy and Communication								
Mathematical Literacy								
Mathematics and Mathematical Sciences								
Natural Sciences								
Technology								
Human and Social Sciences								
Economic and Management Sciences								
Arts and Culture								
Life Orientation								
Tourism								
Applied Agriculture								
Ancillary Health Care								
Small, Medium and Micro Enterprises								
Other								
<b>Total</b>								

2.13 Number of learners who are repeating the level.										
Do a headcount of number of learners who are in the same level of the learning area this year as last year. Make sure you include those who were in the same level but at a different centre or satellite last year.										
Learning Area/Elective	ABET Level 1		ABET Level 2		ABET Level 3		ABET Level 4			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Languages, Literacy and Communication										
Mathematical Literacy										
Mathematics and Mathematical Sciences										
Natural Sciences										
Technology										
Human and Social Sciences										
Economic and Management Sciences										
Arts and Culture										
Life Orientation										
Tourism										
Applied Agriculture										
Ancillary Health Care										
Small, Medium and Micro Enterprises										
Other										
<b>Total</b>										

Only fill in Table 2.14.1 if learners are on the NCS – New Curriculum Statement subjects, attached as Annexure A – D.

2.14.1 Number of learners (FET Grade 10 – 12) taking subjects according to gender and population group (Refer to Annexure A – D, the list of subject codes and subjects at the end of the survey.) Please write the name of the subject and the code vertically in the relevant blocks										
Subject	Population group	Grade 10			Grade 11			Grade 12		
		Code	Male	Female	Code	Male	Female	Code	Male	Female
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	<b>TOTAL</b>									
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	<b>TOTAL</b>									

**2.14.1** Number of learners (FET Grade 10 – 12) taking subjects according to gender and population group (Refer to Annexure A – D, the list of subject codes and subjects at the end of the survey.)  
**Please write the name of the subject and the code vertically in the relevant blocks**

Subject	Population group	Grade 10			Grade 11			Grade 12		
		Code	Male	Female	Code	Male	Female	Code	Male	Female
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	<b>TOTAL</b>									
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	<b>TOTAL</b>									
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	<b>TOTAL</b>									
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	<b>TOTAL</b>									
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	<b>TOTAL</b>									

**Only fill in Table 2.14.2 if learners are on the old Curriculum subjects**

2.14.2 Number of learners (FET Grade 10) taking secondary subjects according to gender and population group (Use REPORT 550 of REPORT 191 subjects and codes, whichever is applicable.) Please write the name of the subject and the code vertically in the relevant blocks											
Subject	Population group	Grade 10				Subject	Population group	Grade 10			
		Code		Male	Female			Code		Male	Female
	Black African		HG				Black African		HG		
			SG						SG		
	Coloured		HG				Coloured		HG		
			SG						SG		
	Indian		HG				Indian		HG		
			SG						SG		
	White		HG				White		HG		
			SG						SG		
	Other		HG				Other		HG		
			SG						SG		
<b>TOTAL</b>						<b>TOTAL</b>					
	Black African		HG				Black African		HG		
			SG						SG		
	Coloured		HG				Coloured		HG		
			SG						SG		
	Indian		HG				Indian		HG		
			SG						SG		
	White		HG				White		HG		
			SG						SG		
	Other		HG				Other		HG		
			SG						SG		
<b>TOTAL</b>						<b>TOTAL</b>					
	Black African		HG				Black African		HG		
			SG						SG		
	Coloured		HG				Coloured		HG		
			SG						SG		
	Indian		HG				Indian		HG		
			SG						SG		
	White		HG				White		HG		
			SG						SG		
	Other		HG				Other		HG		
			SG						SG		
<b>TOTAL</b>						<b>TOTAL</b>					
	Black African		HG				Black African		HG		
			SG						SG		
	Coloured		HG				Coloured		HG		
			SG						SG		
	Indian		HG				Indian		HG		
			SG						SG		
	White		HG				White		HG		
			SG						SG		
	Other		HG				Other		HG		
			SG						SG		
<b>TOTAL</b>						<b>TOTAL</b>					

HG = Higher Grade; SG = Standard Grade



**2.14.2** Number of learners (FET Grade 11) taking secondary subjects according to gender and population group (Use REPORT 550 or REPORT 191 subjects and codes, whichever is applicable.)  
 Please write the name of the subject and the code vertically in the relevant blocks

Subject	Population group	Grade 11				Subject	Population group	Grade 11			
		Code		Male	Female			Code		Male	Female
	Black African		HG				Black African		HG		
			SG						SG		
	Coloured		HG				Coloured		HG		
			SG						SG		
	Indian		HG				Indian		HG		
			SG						SG		
	White		HG				White		HG		
			SG						SG		
	Other		HG				Other		HG		
			SG						SG		
<b>TOTAL</b>						<b>TOTAL</b>					
	Black African		HG				Black African		HG		
			SG						SG		
	Coloured		HG				Coloured		HG		
			SG						SG		
	Indian		HG				Indian		HG		
			SG						SG		
	White		HG				White		HG		
			SG						SG		
	Other		HG				Other		HG		
			SG						SG		
<b>TOTAL</b>						<b>TOTAL</b>					
	Black African		HG				Black African		HG		
			SG						SG		
	Coloured		HG				Coloured		HG		
			SG						SG		
	Indian		HG				Indian		HG		
			SG						SG		
	White		HG				White		HG		
			SG						SG		
	Other		HG				Other		HG		
			SG						SG		
<b>TOTAL</b>						<b>TOTAL</b>					
	Black African		HG				Black African		HG		
			SG						SG		
	Coloured		HG				Coloured		HG		
			SG						SG		
	Indian		HG				Indian		HG		
			SG						SG		
	White		HG				White		HG		
			SG						SG		
	Other		HG				Other		HG		
			SG						SG		
<b>TOTAL</b>						<b>TOTAL</b>					

HG = Higher Grade; SG = Standard Grade



**2.14.2** Number of learners (FET Grade 12) taking secondary subjects according to gender and population group (Use REPORT 550 or REPORT 191 subjects and codes, whichever is applicable.)  
 Please write the name of the subject and the code vertically in the relevant blocks

Subject	Population group	Grade 12				Subject	Population group	Grade 12			
		Code		Male	Female			Code		Male	Female
	Black African		HG				Black African		HG		
			SG						SG		
	Coloured		HG				Coloured		HG		
			SG						SG		
	Indian		HG				Indian		HG		
			SG						SG		
	White		HG				White		HG		
			SG						SG		
	Other		HG				Other		HG		
			SG						SG		
<b>TOTAL</b>						<b>TOTAL</b>					
	Black African		HG				Black African		HG		
			SG						SG		
	Coloured		HG				Coloured		HG		
			SG						SG		
	Indian		HG				Indian		HG		
			SG						SG		
	White		HG				White		HG		
			SG						SG		
	Other		HG				Other		HG		
			SG						SG		
<b>TOTAL</b>						<b>TOTAL</b>					
	Black African		HG				Black African		HG		
			SG						SG		
	Coloured		HG				Coloured		HG		
			SG						SG		
	Indian		HG				Indian		HG		
			SG						SG		
	White		HG				White		HG		
			SG						SG		
	Other		HG				Other		HG		
			SG						SG		
<b>TOTAL</b>						<b>TOTAL</b>					
	Black African		HG				Black African		HG		
			SG						SG		
	Coloured		HG				Coloured		HG		
			SG						SG		
	Indian		HG				Indian		HG		
			SG						SG		
	White		HG				White		HG		
			SG						SG		
	Other		HG				Other		HG		
			SG						SG		
<b>TOTAL</b>						<b>TOTAL</b>					

HG = Higher Grade; SG = Standard Grade





EMIS Number

3.2 Initials

3.3 Surname

3.5 ID Number

3.26		Subjects/ learning areas taught (Place an "E" in the Examinable box if examinable.) (WEEK: Monday – Friday)																								
Subjects/ Learning area "codes"	Examinable	Number	ABET* Level 1	ABET* Level 2	ABET* Level 3	ABET* Level 4	FET Grade 10 (NQF 2)	FET Grade 11 (NQF 3)	FET Grade 12 (NQF 4)	OTHER***	Teaching experience	No. of years' formal training														
		Learners																								
Hours per week, e.g. 30		45 (Hours, minutes)	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M
		Learners																								
Hours per week, e.g. 30		45 (Hours, minutes)	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M
		Learners																								
Hours per week, e.g. 30		45 (Hours, minutes)	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M
		Learners																								
Hours per week, e.g. 30		45 (Hours, minutes)	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M
		Learners																								
Hours per week, e.g. 30		45 (Hours, minutes)	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M
		Learners																								
Hours per week, e.g. 30		45 (Hours, minutes)	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M
		Learners																								
Hours per week, e.g. 30		45 (Hours, minutes)	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M
		Learners																								
Hours per week, e.g. 30		45 (Hours, minutes)	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M
		Learners																								
Hours per week, e.g. 30		45 (Hours, minutes)	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M	H	H	M	M

Signature Centre manager:..... Signature Educator: .....

