

ESETA PROVIDER ACCREDITATION APPLICATION

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PROVIDER ACCREDITATION APPLICATION

The Application Documentation consists of 6 Sections:

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SECTION 1: GENERAL DETAILS REGARDING THE ACCREDITATION APPLICATION

- 1.1 It is preferred that Providers complete the required information electronically and send to the ESETA ETQA at www.eseta.org.za. Alternatively, if electronic facilities are not available, fax the completed application to: (011) ?????
- 1.2 Complete only Section 2 and Section 3.
- 1.3 Section 2 requires general details to be typed into the open spaces.

Please note that the Application is for one or more of the following types of training programmes:

- *Short course, unit standard based*
- *Short course, non-unit standard based*
- *Skills programme, completely unit standard based*
- *Skills programme, mix of unit standard- and non-unit standard based*
- *Qualifications*
- *Apprenticeships*

1.4 [Section 3](#) is a self-evaluation to be completed by the Provider.

- The purpose of the self-evaluation is to enable the ESETA ETQA to determine whether a Provider is ready for a site visit or not. Should the Provider do a self-evaluation which prompts the Seta to conduct a site visit and the latter finds that the Provider has not been honest in the self-evaluation, the ESETA ETQA may invoice the Provider for wasted expenses such as travel and accommodation.
- The “Criteria” column under Section 3 refers to the crucial quality criteria that the Applicant Provider, big or small should comply with. Compliance with the criteria is non-negotiable.
- The last column under Section 3 requires the Provider to make a judgement whether the required evidence is in place, partly in place or not in place. Merely type in 1 or 2 or 3. If the Provider indicates “1” it implies that the complete evidence is documented and samples are filed in the Quality Portfolio of Evidence.

1.5 [Section 4](#) offers a format for compiling the Quality Portfolio of Evidence which will be observed by the auditors during the site visit. It is understood that the contexts and scope of Providers differ and that the given format may not be 100% applicable to all providers, however, compile the Portfolio as complete as possible.

1.6 [Section 5](#) refers to the accreditation process and highlights the actions to be taken by the Provider and the ESETA ETQA respectively.

Note that the ESETA ETQA issues only two types of declarations: A Provider is either declared “*Accredited*” or “*Not Accredited*.”

1.7 [Section 6](#) is the report used by the audit team during the site visit. ***For office use only.***

SECTION 2: PROVIDER DETAILS

Provider Name:				Date of Application:	
This is our 1 st Application	YES / NO	If NO, explain the purpose of this Application in the following line:			
Physical Address:			Postal Address:		
Name of Contact Person:				Position of the contact person	
Telephone No:		Fax No:		E-mail:	
Company Reg. No:			Web address (if any):		
With which SETA is the company registered to pay skills development levies (SDL)? (If applicable):					
SDL Registration number:				Multi site provider	YES / NO
If YES, give locations of different sites:					
Category of Provider (Tick Yes / No): Training only Assessment only Training & Assessment					YES / NO
					YES / NO
					YES / NO
Are you accredited or have you applied for accreditation at any other SETA / ETQA?	YES/ NO	If YES, which one?:			

LIST OF PROGRAMMES FOR ACCREDITATION

List the learning programmes which form part of the accreditation application below. Use the following legend to identify the type of programme:

1. *Short course, unit standard based*
2. *Short course, non-unit standard based*
3. *Skills programme, completely unit standard based*
4. *Skills programme, mix of unit standard- and non-unit standard based*

NAME OF LEARNING PROGRAMMES	TYPE (See legend above)	UNIT STANDARD ID(s) (Enlarge the column if necessary)	NUMBER OF LEARNERS CURRENTLY ENROLLED

Add more lines if necessary

AND /OR

NAME OF QUALIFICATION	QUALIFICATION REGISTRATION ID	NQF LEVEL	NUMBER OF LEARNERS CURRENTLY ENROLLED

AND /OR

NAME OF APPRENTICESHIP	NUMBER OF LEARNERS CURRENTLY ENROLLED

SECTION 3: PROVIDER SELF EVALUATION

INSTRUCTION: Fill in the correct number in the blocks in the right column "Self-evaluation":
 1= The evidence is 100% in place
 2= Parts of the evidence are in place
 3 = No evidence is in place

	DESCRIPTION	CRITERIA	EVIDENCE REQUIREMENTS	GUIDELINES	SELF-EVALUATION
					1 In place 2 Partially in place 3 Not in place
1. PROVIDER VIABILITY	The purpose of this section is to present a general overview to the ESETA ETQA of the provider's focus, its capacity and viability.	1.1 The provider has adequate capacity and is well governed.	1.1.1 Organogram.	1.1.1 Reflect the provider's reporting structure.	1.1.1 <input type="checkbox"/>
			1.1.2 Provider's history.	1.1.2 State when the provider was established and briefly describe its progress and functioning.	1.1.2 <input type="checkbox"/>
		1.2 The provider is financially viable.	1.1.3 Training focus.	1.1.3 Give a broad layout (summary) of current training programmes offered.	1.1.3 <input type="checkbox"/>
			1.1.4 Customer target group.	1.1.4 Give a description of the customer target group.	1.1.4 <input type="checkbox"/>
			1.1.5 Learner capacity	1.1.5 Indicate how many learners the provider accommodates in the various training focus areas	1.1.5 <input type="checkbox"/>
			1.2.1 Evidence of financial management system	1.2.1 Present information such as business plan and/or financial statements. It may include budget, financial procedures, etc	1.2.1 <input type="checkbox"/>

	DESCRIPTION	CRITERIA	EVIDENCE REQUIREMENTS	GUIDELINES	SELF-EVALUATION
					1 In place 2 Partially in place 3 Not in place
2. QUALITY MANAGEMENT SYSTEM (QMS)	The purpose of this section is to present the stances, principles, policies and procedures which form the basis of the provider's quality management system (QMS).	2.1. The provider has an implementable quality management system (QMS) which includes policies, procedures and mechanisms to sustain these.	1.1 Quality Manual. 1.2 Vision and/or mission. 1.3 Quality objectives 1.4 Quality review documentation. 1.5 Appointment letter of quality representative.	2.1.1 Quality policy, procedures and related documentation are available. 2.1.2 The provider's vision and/or mission is described. 2.1.3 Quality objectives are stated. 2.1.4 Evidence of preventive, corrective action and evaluation of quality is available. 2.1.5 A person with authority is formally appointed as the quality representative. <i>Note: The Eseta has a QMS Toolkit available which can be ordered</i>	2.1.1 <input type="checkbox"/> 2.1.2 <input type="checkbox"/> 2.1.3 <input type="checkbox"/> 2.1.4 <input type="checkbox"/> 2.1.5 <input type="checkbox"/>

DESCRIPTION	CRITERIA	EVIDENCE REQUIREMENTS	GUIDELINES	SELF-EVALUATION 1 In place 2 Partially in place 3 Not in place	
3. MANAGEMENT OF LEARNING PROVISIONING	The purpose of this section is to verify that learning programme delivery is consistent and outcomes-based.	<p>3.1 Learning interventions are identified and outcomes-based.</p> <p>3.2 Learning interventions are offered in line with customer needs.</p> <p>3.3 Learning interventions are planned and sustainable.</p> <p>3.4 Recognition of Prior Learning (RPL) is granted for Learning interventions which offer national credits.</p>	<p>3.1.1 Scope of learning interventions specified.</p> <p>3.1.2 Layout of corresponding qualifications, unit standards- or other relevant standards.</p> <p>3.2.1 Customer surveys and/or reports.</p> <p>3.3.1 Planning documents of learning activities.</p> <p>3.3.2 Contingency plans</p> <p>3.4.1 Standard RPL process.</p>	<p>3.1.1 Give a matrix of the different learning programmes offered and indicate the type of programme, level and duration.</p> <p>3.1.2 Indicate how the learning programmes offered link with qualifications, registered unit standards and/or other standards. For Apprenticeships give a layout of the learning outcomes.</p> <p>3.2.1 Prove is given that customers are able to influence the training system.</p> <p>3.3.1 Provide learning activity planning documents, for instance lesson plans, facilitator manuals, schedules, etc.</p> <p>3.3.2 Plans are available to cater for contingencies.</p> <p>3.4.1 Apprenticeships are excluded from RPL. Present the RPL policy or procedure for those programmes that offer national credits.</p>	<p>3.1.1 <input type="checkbox"/></p> <p>3.1.2 <input type="checkbox"/></p> <p>3.2.1 <input type="checkbox"/></p> <p>3.3.1 <input type="checkbox"/></p> <p>3.3.2 <input type="checkbox"/></p> <p>3.4.1 <input type="checkbox"/></p>

	DESCRIPTION	CRITERIA	EVIDENCE REQUIREMENTS	GUIDELINES	SELF-EVALUATION
					1 In place 2 Partially in place 3 Not in place
4. LEARNER SUPPORT	The purpose of this section is to verify that learners are given sufficient support before, during and after training sessions. The provider should maintain effective communication with learners.	4.1 Adequate learner guidance is given to ensure optimal learning. 4.2 Learners are entered at correct starting levels. 4.3 Learner special needs are catered for.	4.1.1 Learner selection process. 4.1.2 Learner orientation / induction information. 4.1.3 Communication to learners. 4.2.1 Learner profiles. 4.3.1 Information to learners with special needs	4.1.1 Refers to recruitment and other processes used before learners attend the training. 4.1.2 Learners are informed of scope, duration and general requirements of the programme. 4.1.3 Provide evidence to prove that consistent communication between the provider and learners will be maintained. 4.2.1 Manual and/or electronic data reflects the learner's background and current competence. 4.3.1 Prove is given that learners with special needs are informed of special training arrangements.	4.1.1 <input type="checkbox"/> 4.1.2 <input type="checkbox"/> 4.1.3 <input type="checkbox"/> 4.2.1 <input type="checkbox"/> 4.3.1 <input type="checkbox"/>

	DESCRIPTION	CRITERIA	EVIDENCE REQUIREMENT	GUIDELINES	SELF-EVALUATION	
5. MANAGEMENT OF ASSESSMENT	The purpose of this section is to ensure that the provider assessment practices are in line with national quality practices and adhere to ESETA ETQA assessment and moderation policies and procedures.	5.1 Assessments are based on national standards and principles.	5.1.1 Standard assessment procedures & documentation.	5.1.1 Present the standard documentation used during assessment including: <ul style="list-style-type: none"> • Assessment & moderation procedures • Assessment Guide • Portfolio contents • Assessment planning forms • Assessment instruments • Assessment feedback reports • Assessment appeals 	5.1.1 <input type="checkbox"/>	
		5.2 Provision is made for internal moderation and requirements for external moderation are adhered to.	5.2.1 Moderation reports.		5.2.1 <input type="checkbox"/>	
		5.3 Only registered assessors and moderators may sign off competence.	5.2.2 Copy of the ESETA ETQA Moderation Policy.		5.2.2 <input type="checkbox"/>	
		5.4 Assessment results are recorded.	5.3.1 Assessor and moderator registration documentation.	5.2.1 A Standard moderation report is used for assessments and portfolios.	5.2.2 The ESETA ETQA Moderation Policy is filed.	5.3.1 <input type="checkbox"/>
			5.4.1 Recorded assessment results.	5.3.1 Present assessor and moderator registration certificates and numbers of relevant Seta/s.	5.4.1 Proof is given of consistent, current and reliable recording of assessment results	5.4.1 <input type="checkbox"/>

	DESCRIPTION	CRITERIA	EVIDENCE REQUIREMENTS	GUIDELINES	SELF-EVALUATION
					1 In place 2 Partially in place 3 Not in place
6. STAFF	The purpose of this section is to verify that competent education, training and development practitioners (ETDPs) and support staff are available to adequately support the learning process.	6.1 Sufficient numbers of practitioners are available to perform the required training tasks. 6.2 ETD practitioners (ETDPs) are competent to perform their roles. 6.3 Staff sourcing and utilisation are effectively planned.	6.1.1 Attendance registers 6.2.1 Staff performance reviews. 6.2.2 Competency profile. 6.2.3 Subject expertise qualifications and facilitator competence documentation. 6.3.1 Job descriptions and/or job contracts.	6.1.1 Proof is given that the trainer: learner ratio does not exceed 1:25. 6.2.1 Staff competency is identified by means of a performance appraisal system. 6.2.2 ETD practitioner competency is identified by means of a skills matrix or recording of CVs. Distinction is made between permanent and non permanent ETDPs. 6.2.3 Produce evidence to prove that ETDPs are both subject experts and competent facilitators. 6.3.1 Records of job descriptions, job contracts and performance reviews are maintained.	6.1.1 <input type="checkbox"/> 6.2.1 <input type="checkbox"/> 6.2.2 <input type="checkbox"/> 6.2.3 <input type="checkbox"/> 6.3.1 <input type="checkbox"/>

	DESCRIPTION	CRITERIA	EVIDENCE REQUIREMENTS	GUIDELINES	SELF-EVALUATION
7. AGREEMENTS AND CONTRACTS WITH STAKEHOLDERS	The purpose of this section is to ensure that agreements and contracts with stakeholders are controlled.	7.1 The provider formally determines the stakeholder requirements and executes and reviews stakeholder services.	<p>7.1.1 Contracts and service level agreements.</p> <p>7.1.2 Contract reviews and amendments.</p> <p>7.1.3 Stakeholder / contractor performance review reports</p>	<p>7.1.1 Services to the provider by stakeholders are formalised by means of contracts or agreements.</p> <p>7.1.2 Stakeholder services are reviewed and amendments noted.</p> <p>7.1.3 Stakeholder services are evaluated for effectiveness and performance reports generated.</p>	<p>7.1.1 <input type="checkbox"/></p> <p>7.1.2 <input type="checkbox"/></p> <p>7.1.3 <input type="checkbox"/></p>

	DESCRIPTION	CRITERIA	EVIDENCE REQUIREMENTS	GUIDELINES	SELF-EVALUATION
					1 In place 2 Partially in place 3 Not in place
8. DOCUMENTATION, DATA AND RECORDS	The purpose of this section is to verify that documents, data and records are properly controlled.	8.1 Access to documents, data and records is controlled. 8.2 Changes to, and dissemination of documents and data are controlled. 8.3 Relevant learner information is recorded. 8.4 Documentation system is configured.	8.1.1 Procedure. 8.2.1 Procedure. 8.3.1 A standard electronic database 8.3.2 Organised manual records 8.4.1 Configured documents	8.1.1 Control of access to documents, data and records is addressed in procedures. 8.2.1 Control of changes to, and dissemination of documents and data are addressed in procedures. 8.3.1 The standard electronic database makes provision for recording of learner data and results and can generate reports for NLRD purposes. 8.3.2 Manual record keeping system is well-organised. Records will be observed during the site visit. 8.4.1 A standard and logical numbering system is applied for all documents, data and records.	8.1.1 <input type="checkbox"/> 8.2.1 <input type="checkbox"/> 8.3.1 <input type="checkbox"/> 8.3.2 <input type="checkbox"/> 8.4.1 <input type="checkbox"/>

	DESCRIPTION	CRITERIA	EVIDENCE REQUIREMENTS	GUIDELINES	SELF-EVALUATION
9. LEARNING MATERIAL, EQUIPMENT, MEDIA AND FACILITIES	The purpose of this section is to verify that learning material, equipment, media and facilities, including off-site facilities, are effectively utilised to contribute to the learning process and that training takes place within a safe environment.	9.1 Learning materials are user-friendly and address the learning outcomes.	9.1.1 Learning material layout.	9.1.1 The learning material content layout is logical. Effective use of graphics & fonts. Quality binding.	9.1.1 <input type="checkbox"/>
		9.2 Learning equipment, tools and consumables sufficiently support the learning outcomes.	9.1.2 Specified outcomes within learning materials.	9.1.2 Learning materials reflect the learning outcomes and relevant unit standard information.	9.1.2 <input type="checkbox"/>
			9.2.1 (Will be observed by audit team)	9.2.1 Learning equipment, tools and consumables are available.	9.2.1 <input type="checkbox"/>
		9.3 Learning facilities (incl. off-site-) conform to legislative requirements.	9.3.1 Safety system and reports.	9.3.1 Reports of safety management of the training venue/s are available.	9.3.1 <input type="checkbox"/>
			9.4.1 Maintenance reports and asset register.	9.4.1 Present evidence to prove that equipment and media are fit for purpose and in good working order. Training equipment will be observed during the site visit.	9.4.1 <input type="checkbox"/>
9.4 Equipment and media are fit for purpose and in good working order.	9.5.1 Lesson plans; facilitator guides, procedures	9.4.2 Equipment is issued and controlled as per programme requirements	9.4.2 <input type="checkbox"/>		
9.5 Use of learning material, equipment and media is effectively planned and controlled.		9.5.1 Planning for utilisation of equipment and media reflects in facilitator guides and/or lesson plans. Procedures are available for maintaining and controlling utilisation of training equipment.	9.5.1 <input type="checkbox"/>		

SECTION 4: CONTENTS OF QUALITY PORTFOLIO FOR ESETA ETQA SITE VISIT

The Quality Portfolio of Evidence is prepared by the Provider for the site visit and must be organised into the given format. The required information is in line with the Provider's self-evaluation as per Section 2 of this document.

Note: The file should be populated as completely as possible. The audit team will distinguish between smaller, larger, existing, new and other different categories of providers.

"Samples" refers to current information. Examples given in the file should be recent.

1. PROVIDER VIABILITY

- 1.1 Organogram.
- 1.2 Provider's history.
- 1.3 Training focus.
- 1.4 Customer target group.
- 1.5 Learner capacity.
- 1.6 Evidence of financial management system.

2. QUALITY MANAGEMENT SYSTEM (QMS)

- 2.1 Quality Manual.
- 2.2 Vision and/or mission.
- 2.3 Quality objectives.
- 2.4 Examples of quality review documentation.
- 2.5 Appointment letter of quality representative.

3. MANAGEMENT OF LEARNING PROVISIONING

- 3.1 Scope of learning interventions specified.
- 3.2 Layout of corresponding qualifications, unit standards- and other relevant standards.
- 3.3 Samples of customer surveys and/or reports.
- 3.4 Samples of planning documents of learning activities.
- 3.5 Samples of contingency planning.
- 3.6 Standard RPL process.

4. LEARNER SUPPORT

- 4.1 Evidence of standard process for learner selection
- 4.2 Sample of learner orientation / induction information.
- 4.3 Samples of communication to learners.
- 4.4 Samples of learner profiles.
- 4.5 Samples of information to learners with special needs.

5. MANAGEMENT OF ASSESSMENT

5.1 Standard assessment procedures & documentation:

- Assessment & moderation procedures
- Sample of Assessment Guide
- Sample of Learner Portfolio contents
- Samples of assessment planning forms
- Samples of assessment instruments
- Samples of assessment feedback reports
- Samples of assessment appeals

5.2 Samples of moderation reports.

5.3 Assessor and moderator registration documentation.

5.4 Printout of recorded assessment results (sample).

6. STAFF

6.1 Samples of attendance registers.

6.2 Samples of staff performance reviews.

6.3 Staff competency profile.

6.4 Proof of trainer subject expertise and facilitation competence.

6.5 Sample of job descriptions and/or job contracts.

7. AGREEMENTS AND CONTRACTS WITH STAKEHOLDERS

7.1 Samples of contracts and service level agreements.

7.2 Samples of contract reviews and amendments.

7.3 Samples of stakeholder / supplier performance review reports.

8. DOCUMENTATION, DATA AND RECORDS

8.1 Documentation, data and records procedures.

8.2 Printout of fields of electronic database.

8.3 Short description of manual record keeping system.

8.4 Example of configured documents.

9. LEARNING MATERIAL, EQUIPMENT, MEDIA AND FACILITIES

9.1 Sample of Learner Manual and Trainer Guide.

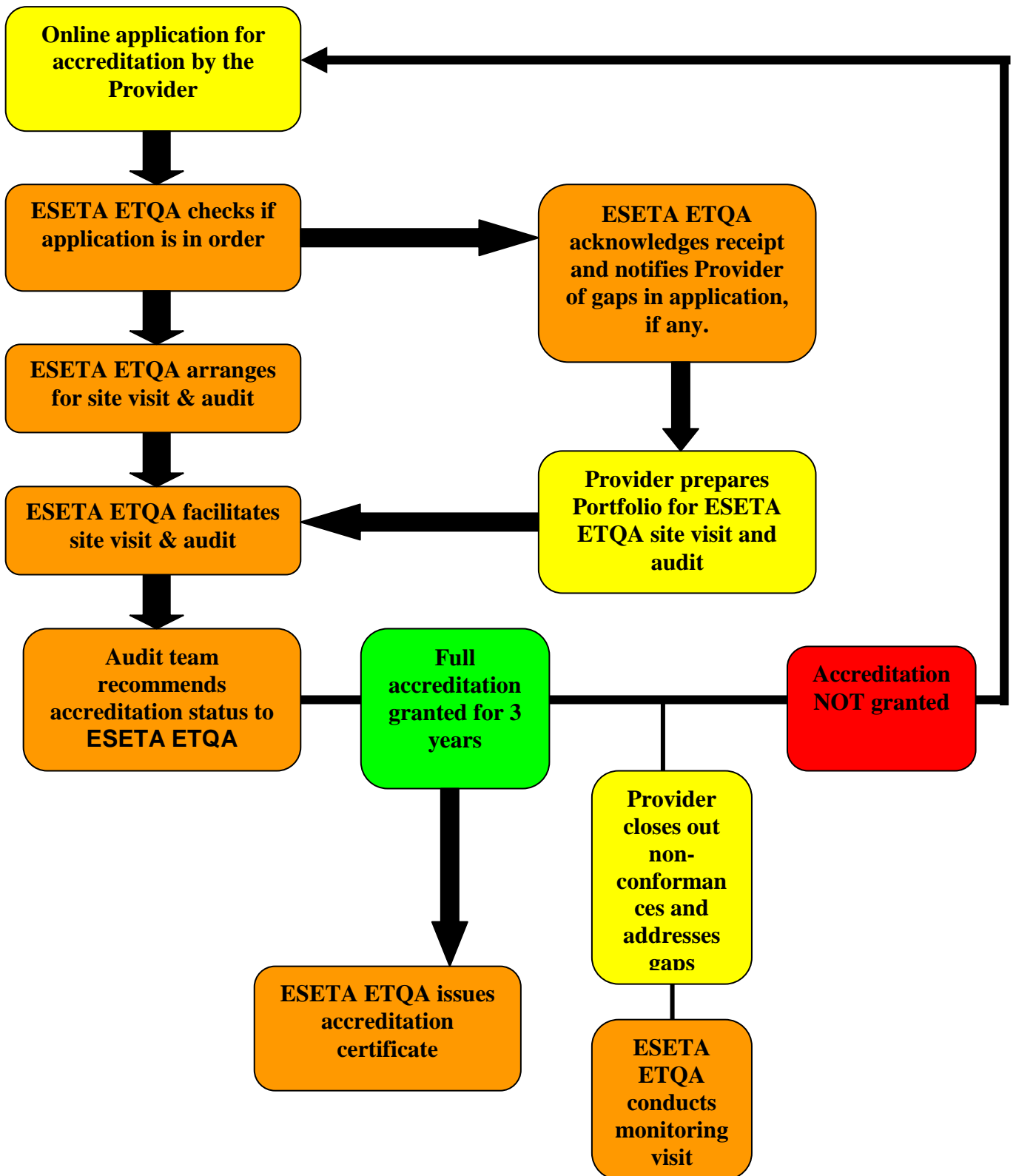
9.2 Examples of learning outcomes

9.3 Samples of safety reports.

9.4 Samples of maintenance reports and asset register.

9.5 Sample of Facilitator Guides and/or lesson plans.

SECTION 5: ACCREDITATION PROCESS



SECTION 6: AUDITOR'S REPORT *[Office use only]*

DATE:

PROVIDER:

Lead Auditor Names of audit team	<input type="text"/>	Provider's representatives:	<input type="text"/>
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RECOMMENDATION: THE AUDIT TEAM RECOMMENDS TO THE ETQA:

NOT ACCREDITED

See non-conformances

FULLY ACCREDITED

See observations

NOTE:

SIGNATURE OF LEAD AUDITOR

SIGNATURE OF PROVIDER REPRESENTATIVE

	CRITERIA	COM- PLIANCE Y / N	EVIDENCE	COMPLIANCE Y / N	NON-CONFORMANCES / OBSERVATIONS	PROVIDER SIGNATURE
1. PROVIDER VIABILITY	1.1 The provider has adequate capacity and is well governed.	1.1 <input type="checkbox"/>	1.1.1 Organogram.	1.1.1 <input type="checkbox"/>		
			1.1.2 Provider's history.	1.1.2 <input type="checkbox"/>		
		1.1.3 Training focus.	1.1.3 <input type="checkbox"/>			
		1.1.4 Customer target group.	1.1.4 <input type="checkbox"/>			
	1.2 <input type="checkbox"/>	1.1.5 Learner capacity	1.1.5 <input type="checkbox"/>			
		1.2 The provider is financially viable.	1.2.1 Evidence of financial management system	1.2.1 <input type="checkbox"/>		

	CRITERIA	COM- PLIANCE Y / N	EVIDENCE	COMPLIANCE Y / N	NON-CONFORMANCES / OBSERVATIONS	PROVIDER SIGNATURE
2. QUALITY MANAGEMENT SYSTEM (QMS)	2.1. The provider has an implementable quality management system (QMS) which includes policies, procedures and mechanisms to sustain these.	2.1 <input type="checkbox"/>	2.1 Quality Manual. 2.2 Vision and/or mission. 2.3 Quality objectives 2.4 Quality review documentation. 2.5 Appointment letter of quality representative	2.1.1 <input type="checkbox"/> 2.1.2 <input type="checkbox"/> 2.1.3 <input type="checkbox"/> 2.1.4 <input type="checkbox"/> 2.1.5 <input type="checkbox"/>		

	CRITERIA	COM- PLIANCE Y / N	EVIDENCE	COMPLIANCE Y / N	NON-CONFORMANCES / OBSERVATIONS	PROVIDER SIGNATURE
3. MANAGEMENT OF LEARNING PROVISIONING	<p>3.1 Learning interventions are identified and outcomes-based.</p> <p>3.2 Learning interventions are offered in line with customer needs.</p> <p>3.3 Learning interventions are planned and sustainable.</p> <p>3.4 Recognition of Prior Learning (RPL) is granted for learning interventions which offer national credits.</p>	<p>3.1 <input type="checkbox"/></p> <p>3.2 <input type="checkbox"/></p> <p>3.3 <input type="checkbox"/></p> <p>3.4 <input type="checkbox"/></p>	<p>3.1.1 Scope of learning interventions specified.</p> <p>3.1.2 Layout of corresponding qualifications, unit standards- or other relevant standards.</p> <p>3.2.1 Customer surveys and/or reports.</p> <p>3.3.1 Planning documents of learning activities.</p> <p>3.3.2 Contingency plans</p> <p>3.4.1 Standard RPL process.</p>	<p>3.1.1 <input type="checkbox"/></p> <p>3.1.2 <input type="checkbox"/></p> <p>3.2.1 <input type="checkbox"/></p> <p>3.3.1 <input type="checkbox"/></p> <p>3.3.2 <input type="checkbox"/></p> <p>3.4.1 <input type="checkbox"/></p>		

	CRITERIA	COM- PLIANCE Y / N	EVIDENCE	COMPLIANCE Y / N	NON-CONFORMANCES / OBSERVATIONS	PROVIDER SIGNATURE
4. LEARNER SUPPORT	<p>4.1 Adequate learner guidance is given to ensure optimal learning.</p> <p>4.2 Learners are entered at correct starting levels.</p> <p>4.3 Learner special needs are catered for.</p>	<p>4.1 <input type="checkbox"/></p> <p>4.2 <input type="checkbox"/></p> <p>4.3 <input type="checkbox"/></p>	<p>4.1.1 Learner selection process.</p> <p>4.1.2 Learner orientation / induction information.</p> <p>4.1.3 Communication to learners.</p> <p>4.2.1 Learner profiles.</p> <p>4.3.1 Information to learners with special needs</p>	<p>4.1.1 <input type="checkbox"/></p> <p>4.1.2 <input type="checkbox"/></p> <p>4.1.3 <input type="checkbox"/></p> <p>4.2.1 <input type="checkbox"/></p> <p>4.3.1 <input type="checkbox"/></p>		

	CRITERIA	COM- PLIANCE Y / N	EVIDENCE	COMPLIANCE Y / N	NON-CONFORMANCES / OBSERVATIONS	PROVIDER SIGNATURE
5. MANAGEMENT OF ASSESSMENT	<p>5.1 Assessments are based on national standards and principles.</p> <p>5.2 Provision is made for internal moderation and requirements for external moderation are adhered to.</p> <p>5.3 Only registered assessors and moderators may sign off competence.</p> <p>5.4 Assessment results are recorded.</p>	<p>5.1 <input type="checkbox"/></p> <p>5.2 <input type="checkbox"/></p> <p>5.3 <input type="checkbox"/></p> <p>5.4 <input type="checkbox"/></p>	<p>5.1.1 Standard assessment procedures & documentation.</p> <p>5.2.1 Moderation reports.</p> <p>5.2.2 Copy of the ESETA ETQA Moderation Policy.</p> <p>5.3.1 Assessor and moderator registration documentation.</p> <p>5.4.1 Recorded assessment results.</p>	<p>5.1.1 <input type="checkbox"/></p> <p>5.2.1 <input type="checkbox"/></p> <p>5.2.2 <input type="checkbox"/></p> <p>5.3.1 <input type="checkbox"/></p> <p>5.4.1 <input type="checkbox"/></p>		

	CRITERIA	COM- PLIANCE Y / N	EVIDENCE	COMPLIANCE Y / N	NON-CONFORMANCES / OBSERVATIONS	PROVIDER SIGNATURE
6. STAFF	<p>6.1 Sufficient numbers of practitioners are available to perform the required training tasks.</p> <p>6.2 ETD practitioners (ETDPs) are competent to perform their roles.</p> <p>6.3 Staff sourcing and utilisation are effectively planned.</p>	<p>6.1 <input type="checkbox"/></p> <p>6.2 <input type="checkbox"/></p> <p>6.3 <input type="checkbox"/></p>	<p>6.1.1 Attendance registers</p> <p>6.2.1 Staff performance reviews.</p> <p>6.2.2 Competency profile.</p> <p>6.2.3 Subject expertise qualifications and facilitator competence documentation.</p> <p>6.3.1 Job descriptions and/or job contracts</p>	<p>6.1.1 <input type="checkbox"/></p> <p>6.2.1 <input type="checkbox"/></p> <p>6.2.2 <input type="checkbox"/></p> <p>6.2.3 <input type="checkbox"/></p> <p>6.3.1 <input type="checkbox"/></p>		

	CRITERIA	COM- PLIANCE Y / N	EVIDENCE	COMPLIANCE Y / N	NON-CONFORMANCES / OBSERVATIONS	PROVIDER SIGNATURE
7. AGREEMENTS AND CONTRACTS WITH STAKEHOLDERS	7.1 The provider formally determines the stakeholder requirements and executes and reviews stakeholder services.	7.1 <input type="checkbox"/>	7.1.1 Contracts and service level agreements. 7.1.2 Contract reviews and amendments 7.1.3 Stakeholder / contractor performance review reports	7.1.1 <input type="checkbox"/> 7.1.2 <input type="checkbox"/> 7.1.3 <input type="checkbox"/>		

	CRITERIA	COM- PLIANCE Y / N	EVIDENCE	COMPLIANCE Y / N	NON-CONFORMANCES / OBSERVATIONS	PROVIDER SIGNATURE
8. DOCUMENTATION, DATA AND RECORDS	8.1 Access to documents, data and records is controlled.	8.1 <input type="checkbox"/>	8.1.1 Procedure.	8.1.1 <input type="checkbox"/>		
		8.2 <input type="checkbox"/>	8.2.1 Procedure.	8.2.1 <input type="checkbox"/>		
	8.2 Changes to, and dissemination of documents and data are controlled.	8.3 <input type="checkbox"/>	8.3.1 A standard electronic database	8.3.1 <input type="checkbox"/>		
		8.4 <input type="checkbox"/>	8.3.2 Organised manual records	8.3.2 <input type="checkbox"/>		
	8.3 Relevant learner information is recorded.		8.4.1 Configured documents	8.4.1 <input type="checkbox"/>		
	8.4 Documenta- tion system is configured.					

	CRITERIA	COM- PLIANCE Y / N	EVIDENCE	COMPLIANCE Y / N	NON-CONFORMANCES / OBSERVATIONS	PROVIDER SIGNATURE
9. LEARNING MATERIAL, EQUIPMENT, MEDIA AND FACILITIES	<p>9.1 Learning materials are user-friendly and address the learning outcomes.</p> <p>9.2 Learning equipment, tools and consumables sufficiently support the learning outcomes.</p> <p>9.3 Learning facilities (incl. off-site-) conform to legislative requirements.</p> <p>9.4 Equipment and media are fit for purpose and in good working order.</p> <p>9.5 Use of learning material, equipment and media is effectively planned and controlled.</p>	<p>9.1 <input type="checkbox"/></p> <p>9.2 <input type="checkbox"/></p> <p>9.3 <input type="checkbox"/></p> <p>9.4 <input type="checkbox"/></p> <p>9.5 <input type="checkbox"/></p>	<p>9.1.1 Learning material layout.</p> <p>9.1.2 Specified outcomes within learning materials.</p> <p>9.2.1 (Will be observed by audit team)</p> <p>9.3.1 Safety system and reports.</p> <p>9.4.1 Maintenance reports and asset register.</p> <p>9.5.1 Lesson plans; facilitator guides, procedures</p>	<p>9.1.1 <input type="checkbox"/></p> <p>9.1.2 <input type="checkbox"/></p> <p>9.2.1 <input type="checkbox"/></p> <p>9.3.1 <input type="checkbox"/></p> <p>9.4.1 <input type="checkbox"/></p> <p>9.5.1 <input type="checkbox"/></p>		