

## Policy Evaluation Requirements

Scope	Criteria	Evidence that will be evaluated and validated by Accreditation Team To include scope description, processes and procedures	Policy support documents
Quality Management Systems Policy	The provider has developed, established and implemented quality assurance policies, procedures and plans.	<ul style="list-style-type: none"> <li>▪ <i>Vision and Mission Statements</i></li> <li>▪ <i>Policy and procedures to support the mission – Code of Conduct</i></li> <li>▪ <i>Senior Management support of QMS</i></li> <li>▪ <i>QMS System development, approval and application</i></li> <li>▪ <i>QMS System management, access and implementation</i></li> <li>▪ <i>Quality Assurance policy and procedures that indicate how the quality of learning provision is maintained through an Internal Audit systems</i></li> <li>▪ <i>Non-conformance and non-compliance statement , process and procedures</i></li> <li>▪ <i>Policy review and update</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Policy design and layout template</li> <li>▪ Policy review template</li> </ul>
Physical Resources Policy	The provider has sufficient physical resources to offer learning programmes listed on their scope	<ul style="list-style-type: none"> <li>▪ <i>Resource provision and management</i></li> <li>▪ <i>List of resources</i></li> <li>▪ <i>List of training facilities- on-site or off-site to be used</i></li> <li>▪ <i>Descriptions of facilities and equipment for facilitators and management</i></li> <li>▪ <i>Descriptions of facilities and equipment for learners and management</i></li> <li>▪ <i>Checklist for facilities preparation for facilitation</i></li> <li>▪ <i>Records keeping</i></li> <li>▪ <i>Equipment and facilities required for learners to practice skills</i></li> <li>▪ <i>Workplace selection and agreement for skills practice</i></li> </ul>	Infrastructure <ul style="list-style-type: none"> <li>• Lease agreement template</li> <li>• Checklist for facilitation preparation - resources</li> <li>• Practical demonstration site agreement</li> <li>• Work place agreement – include required list</li> </ul> Training Equipment
Human Resources	The provider has sufficient staff resources to support the delivery of learning programmes listed on	<ul style="list-style-type: none"> <li>▪ <i>Number of learners ratio per number of ETD practitioners (facilitators, assessors and mentors/coaches) – theoretical and practical / workplace</i></li> <li>▪ <i>Recruitment of staff</i></li> <li>▪ <i>Qualification and experience of practitioners per learning programme</i></li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Template of staff application form</li> <li>▪ Template of contracts for ETD staff</li> <li>▪ Template of administrative staff contracts</li> </ul>

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	<p>their scope</p> <p>The provider has implemented sufficient QMS systems to manage Practitioners</p>	<ul style="list-style-type: none"> <li>▪ <i>Roles and responsibilities with reporting system and accountability</i></li> <li>▪ <i>Period of employment</i></li> <li>▪ <i>Administration staff</i></li> <li>▪ <i>Facilitators</i></li> <li>▪ <i>Assessors/Moderators</i></li> <li>▪ <i>Organogram</i></li> <li>▪ <i>Recruitment and selection of facilitators/ assessors/ moderators</i></li> <li>▪ <i>Staff contracts – internal and external</i></li> <li>▪ <i>Performance management systems and staff appraisals</i></li> <li>▪ <i>Code of Conduct – grievance and disciplinary process and procedures</i></li> <li>▪ <i>Induction of practitioners to programme – facilitator / assessor / workplace guides</i></li> <li>▪ <i>Staff development plans</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Facilitator induction guide</li> <li>▪ Assessor / moderator induction guide'</li> <li>▪ Mentor / Coach or Workplace induction guide</li> <li>▪ Template of practitioners' contracts – including Code of Conduct</li> <li>▪ Template of performance Management evaluation</li> <li>▪ Staff development plans</li> <li>▪ Grievance and disciplinary application forms</li> </ul>
<p>Education and Training support</p>	<p>The provider has approved learning programmes to transfer knowledge and skills</p>	<ul style="list-style-type: none"> <li>▪ <i>Learning material – OBE specifications</i></li> <li>▪ <i>Programme approval obtained from ETQA</i></li> <li>▪ <i>Programme implementation strategy</i></li> <li>▪ <i>Training needs analysis/ Target market</i></li> <li>▪ <i>Delivery methods applicable and clearly defined</i></li> <li>▪ <i>Special needs analysis and programme facilitation adaptation</i></li> <li>▪ <i>Training time schedules &amp; curriculum</i></li> <li>▪ <i>Progress reports of learning</i></li> <li>▪ <i>Facilitators reports</i></li> <li>▪ <i>Report from workplace to provider on learner/s progress and performance</i></li> <li>▪ <i>Report of learner progression throughout the learning programme</i></li> <li>▪ <i>Feedback of learner performance from employers where learners are applying skills</i></li> <li>▪ <i>Feedback from learners of employers where learners are applying skills</i></li> <li>▪ <i>Facilitators Guides</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Templates for guides</li> <li>▪ Templates for: <ul style="list-style-type: none"> <li>- Facilitator report</li> <li>- Assessor report</li> <li>- Moderator report</li> <li>- Workplace report of learner performance</li> <li>- Learner's report of workplace experience</li> <li>- Learner performance tracking report - soft copy</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>▪ <i>Learner Guides</i></li> <li>▪ <i>Learner Workbooks – Formative Assessment</i></li> <li>▪ <i>Facilitator Workbooks – Memorandums for Formative Assessment</i></li> <li>▪ <i>Workplace Guides</i></li> <li>▪ <i>Workplace logbooks</i></li> </ul>	
Learner Support	The provider has sufficient policies and procedures in place to support learners when entering a learning programme until exiting	<ul style="list-style-type: none"> <li>▪ <i>Learner selection criteria described with evidence requirements</i></li> <li>▪ <i>Entry requirements for learning programmes defined</i></li> <li>▪ <i>Indemnity or public liability policy</i></li> <li>▪ <i>Diagnostic assessment requirements and evidence (pre-learning assessment)</i></li> <li>▪ <i>Special need identification process and support provided</i></li> <li>▪ <i>Learner registration policy and procedures implemented, contractual agreement</i></li> <li>▪ <i>Learner induction materials to learning policies, processes and learning programme</i></li> <li>▪ <i>Breakdown of learning materials that learners will receive- includes formative assessment</i></li> <li>▪ <i>Resources requirements from learners</i></li> <li>▪ <i>Resources available for learners</i></li> <li>▪ <i>Coaching for learners – practical/ workplace to include clear instructions and guidelines, roles and responsibilities</i></li> <li>▪ <i>Disciplinary policies and procedures</i></li> <li>▪ <i>Health and Safety policy (Programme specific)</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Brochure / Information sheet indicating the entry requirements per programme</li> <li>▪ Learner application form</li> <li>▪ Correspondence to learner on application success</li> <li>▪ Learner registration form – with indemnity</li> <li>▪ Learner induction guide indicating:               <ul style="list-style-type: none"> <li>- <i>Course outline</i></li> <li>- <i>Course Implementation – Facilitation Practical / Workplace component Assessment Moderation Appeal process and template Verification Certification</i></li> <li>- <i>Code Of Conduct</i></li> <li>- <i>Grievance procedure</i></li> <li>- <i>Disciplinary procedure</i></li> </ul> </li> </ul>

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			<ul style="list-style-type: none"> <li>▪ Learner progress report in POE</li> <li>▪ Learner request for assistance with learning</li> </ul>
Learning programme Implementation	The provider has a dedicated implementation policy to include theoretical, practical and where relevant workplace integrated learning	<ul style="list-style-type: none"> <li>▪ <i>On-site (own training venue) policy and off-site (external contracted venue) policy</i></li> <li>▪ <i>Off-site training contains a checklist for facilitation resources requirements</i></li> <li>▪ <i>Off-site training tracking process is clearly described</i></li> <li>▪ <i>Off-site policy contains a contract which includes roles and responsibilities</i></li> <li>▪ <i>Off-site policy includes clause of health and safety responsibility</i></li> <li>▪ <i>There is a clear learning programme implementation (roll out) plan in place and accessible to all role players</i></li> <li>▪ <i>There is a contract in place with the workplace for experiential training (demonstration) and learning</i></li> <li>▪ <i>The practical / workplace venues are sufficiently equipped and resourced for the skills learning outcomes</i></li> <li>▪ <i>Insufficient resourced sites are supported by the provider appropriately</i></li> <li>▪ <i>The workplace have a qualified subject matter expert as mentor in place</i></li> <li>▪ <i>Learner progress report are evident for theoretical, practical and workplace performance</i></li> <li>▪ <i>There is a template available for the learner to track own progress and suggestions of support required</i></li> <li>▪ <i>There is a Learner feedback report evident for facilitation, assessment and workplace and mentor performance</i></li> <li>▪ <i>Contingency plans are identified for learner support based on performance and progress reports and support requests from the learners</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Facilitation resources checklist</li> <li>▪ Off-site training venue contract template</li> <li>▪ Workplace contract template</li> <li>▪ Roll –out plan template indicates contact session, demonstration session and workplace sessions as well as assessment periods</li> <li>▪ Learner progress tracking / log against the programme outcomes</li> <li>▪ Learner feedback report template on programme facilitation, assessment and workplace – open- ended</li> <li>▪</li> </ul>
Assessment	The provider has implemented fair, valid, consistent and sufficient assessment practices that support the	<ul style="list-style-type: none"> <li>▪ <i>Assessment Policy – process and procedures,</i></li> <li>▪ <i>Assessment role players with roles and responsibilities, - assessor, observer, evidence gatherer, camera operator</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessor guide</li> <li>▪ Assessment plan includes – <ul style="list-style-type: none"> <li>- Learning outcome to be assessed</li> </ul> </li> </ul>

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	assessment decisions made by Assessors	<ul style="list-style-type: none"> <li>▪ <i>Irregularities during assessment with penalties for learners, facilitator, assessors, moderators and verifiers</i></li> <li>▪ <i>Registered Assessors with Programme SETA</i></li> <li>▪ <i>Assessment Strategies</i></li> <li>▪ <i>Assessment Guides for assessor and learner (POE)</i></li> <li>▪ <i>Assessment Instruments with memorandums and checklist against the evidence requirements</i></li> <li>▪ <i>Assessor Reports on individual learner performance –</i></li> <li>▪ <i>Assessor report – summarise the findings during the assessment for the group of learners – include special needs and irregularities with suggestions</i></li> <li>▪ <i>Assessment Review Reports –</i></li> <li>▪ <i>Assessors Code of Conduct</i></li> <li>▪ <i>RPL policy if RPL assessment will be conducted for programme/s</i></li> <li>▪ <i>RPL guides - programme specific</i></li> <li>▪ <i>Appeals procedures and policy- preferably in learner induction and again referred to in POE</i></li> </ul>	<ul style="list-style-type: none"> <li>- Assessment methods</li> <li>- Assessment instruments and tools</li> <li>- Dates</li> <li>- Venue</li> <li>- Resources required</li> <li>- Assessment human resources</li> <li>- Contingency plans for affecting circumstances</li> <li>▪ Application for assessment with readiness declaration by:               <ul style="list-style-type: none"> <li>- Learner</li> <li>- Facilitator</li> <li>- Mentor / Coach</li> </ul> </li> <li>▪ Pre-Assessment meeting agenda</li> <li>▪ Pre-assessment meeting notification</li> <li>▪ Pre-assessment meeting minutes</li> <li>▪ Assessor report</li> <li>▪ Appeals Application</li> </ul>
Moderation	The provider has implemented fair, valid and sufficient moderation practices to support assessments	<ul style="list-style-type: none"> <li>▪ <i>Qualified and registered Moderators – recruitment and requirements</i></li> <li>▪ <i>Codes of Conduct</i></li> <li>▪ <i>Contracts of External Moderators</i></li> <li>▪ <i>Moderation sample percentage</i></li> <li>▪ <i>Moderation Plan (schedules) – all 3 phases – pre-assessment, during assessment and post assessment moderation</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Moderation Plan &amp; Schedule               <ul style="list-style-type: none"> <li>- <i>Pre-assessment</i></li> <li>- <i>During Assessment ( also Practical tasks)</i></li> <li>- <i>Post Assessment – results and Administration</i></li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>▪ <i>Moderation Process and procedures - all 3 phases – pre-assessment, during assessment and post assessment moderation</i></li> <li>▪ <i>Moderation Reports</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Moderation report templates Per learner on assessment process and results moderated Per assessor Per training site</li> </ul>
Administration systems	The provider has sufficient systems to support all the administration requirements around ETD delivery, assessments and moderation	<ul style="list-style-type: none"> <li>▪ <i>Database of record keeping system</i></li> <li>▪ <i>Types of records and responsible staff member</i></li> <li>▪ <i>Storage of records &amp; safe keeping – hard and soft copy</i></li> <li>▪ <i>Confidentiality management and penalties in bridge</i></li> <li>▪ <i>Procedures for keeping records</i></li> <li>▪ <i>Access control of records – security and safety</i></li> <li>▪ <i>Financial management process described – financial policy</i></li> <li>▪ <i>Database of reports to be created and submitted</i></li> <li>▪ <i>Report analysis and evaluation</i></li> <li>▪ <i>Report / Record Communication line policy</i></li> <li>▪ <i>Certification policy – organisation and SETA</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Templates of various records</li> <li>▪ Templates of various reports</li> </ul>
Record systems	The provider maintains sufficient records of learner personal details as well as assessment results and evidence of learning	<ul style="list-style-type: none"> <li>▪ <i>Learner files with records</i></li> <li>▪ <i>Portfolio of evidence management</i></li> <li>▪ <i>Safety and confidentiality approach for learner and staff information described</i></li> <li>▪ <i>Learner performance records are stored effectively</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Learner database template</li> </ul>

