



P . A . B

Professional Accreditation Body

PAB ETQA - QUALITY ASSURANCE

ACCREDITATION AND ACCREDITATION CHECK LIST FOR PROVIDERS

GENERAL INFORMATION

DATE AND TYPE OF INTERVENTION:

ACCREDITATION REQUIRED AS:

TRAINING PROVIDER

and / or

ASSESSMENT CENTRE

EVALUATION COMMITTEE

PRINCIPAL NAME: _____

SIGNATURE: _____

AUDIT TEAM:

1 Name: Marlie Spencer

2 Name: _____

ID No: 770808 0060 081

ID No: _____

Signature: _____

Signature: _____

Document Title	PAB Accreditation, monitoring and audit checklist (AMAA03) – REVIEWED OCT 2008		
Document Number	AMAA03	Date compiled	2008-10-15
Page number	Page 2 of 20	Revision Date	2009-10-15
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\Criteria, Guidelines and policy documents\Accreditation, monitoring and audits\2009		

1 QA PROCEDURE CONTROL SHEET

PAB RECEIVES REQUEST FOR ACCREDITATION FROM PROVIDER

Date Received:

SENDS REQUIREMENTS/ CRITERIA TO PROVIDER

Date Sent:

PROVIDER SUBMITS APPLICATION AND DOCUMENTED EVIDENCE

Date Sent:

Date Received:

PROVIDER NOTIFIED OF GAPS

PROVIDER RECEIVES PROVISIONAL ACCREDITATION LETTER

Date Agreed:

SITE AUDIT AND VERIFICATION FOR ACCREDITATION

Date Accredited:

PROVIDER ADVISED OF SHORT-FALLS ON DAY OF VISIT

PROVIDER RECEIVES ACCREDITATION

Date Sent:

Date Agreed:

PROVIDER: _____

ETQA: _____

Document Title	PAB Accreditation, monitoring and audit checklist (AMAA03) – REVIEWED OCT 2008		
Document Number	AMAA03	Date compiled	2008-10-15
Page number	Page 3 of 20	Revision Date	2009-10-15
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\Criteria, Guidelines and policy documents\Accreditation, monitoring and audits\2009		

CONTACT INFORMATION

Trading Name of Provider:	
Street Address of Provider:	
Postal Address (if different):	
Telephone Number(s):	
Fax Number:	
E-mail Address:	
Title of Body Corporate or Holding Company – <i>if different to trading name, please attach names and addresses of Directors, Members or Owners</i>	
Name of contact person or Moderator, at the training facility:	
Cell Number and e-mail of above person:	
Multi-site Provider (Yes or No): <i>(If Yes, provide a list of all the learning sites. This will include workplace learning sites)</i>	

Note:

- **The Provider must appoint a person to act as the responsible contact person.**
- **Should this person change, the Provider should notify the ETQA in writing of the new contact person.**

Document Title	PAB Accreditation, monitoring and audit checklist (AMAA03) – REVIEWED OCT 2008		
Document Number	AMAA03	Date compiled	2008-10-15
Page number	Page 4 of 20	Revision Date	2009-10-15
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\Criteria, Guidelines and policy documents\Accreditation, monitoring and audits\2009		

EVIDENCE REQUIRED	EVIDENCE SUBMITTED		COMMENTS / RECOMMENDATIONS
	Yes	No	
1. Quality management system			
1.1 Define what the Provider wishes to achieve			
• Mission and Vision statement in terms of education and training			
• Is the vision and mission displayed on provider correspondence			
• Goals and objectives in terms of long and short term interventions			
• Supply Business plan			
• Supply Swot analyses			
• If possible supply information on provider's performance			
• MoU's, if any (collaboration and partnerships)			
1.2 Policies for:			
• Assessment			
• Moderation			
• Learner support			
• Access & Equal opportunities			
• Internal quality assurance			
• Review			
• Marketing			
• Language			
• Monitoring & Reporting			
1.3 Service & Service standards			
• Show how learning services reflect national need for improving education & training			
• Indicate the level of training provided			

Document Title	PAB Accreditation, monitoring and audit checklist (AMAA03) – REVIEWED OCT 2008		
Document Number	AMAA03	Date compiled	2008-10-15
Page number	Page 5 of 20	Revision Date	2009-10-15
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\Criteria, Guidelines and policy documents\Accreditation, monitoring and audits\2009		

EVIDENCE REQUIRED	EVIDENCE SUBMITTED		COMMENTS / RECOMMENDATIONS
<ul style="list-style-type: none"> Provide information on the programmes / qualifications provided 			
1.4 Access to information			
<ul style="list-style-type: none"> Demonstrate that staff and management is committed to the vision and mission 			
<ul style="list-style-type: none"> Demonstrate that staff and management is committed to policies and procedures 			
<ul style="list-style-type: none"> Demonstrate the inclusion of quality policies and procedures in learner packs 			(Appeals, assessment, language & Learner withdrawal policy)
1.5 Responsibilities for delivery of service			
<ul style="list-style-type: none"> Supply governance, management and operational organisational structure indicating responsibilities, authority and reporting chains. (Make use of an Organogram) 			
<ul style="list-style-type: none"> If applicable, supply an outline of outsourcing, sub-contracted and delegated functions and mechanisms for monitoring and reporting 			
1.6 Indicate how the provider is delivering, through education and training, the NQF objectives and principles			
<ul style="list-style-type: none"> Accountability, How does the provider retain accountability for the provision and quality of their programme. 			
<ul style="list-style-type: none"> Integration, Does the programme include both theoretical and practical components and does the programme address the critical-cross field outcomes specified in the qualification 			
<ul style="list-style-type: none"> Relevance, The programme be and remain responsive to national development needs 			

Document Title	PAB Accreditation, monitoring and audit checklist (AMAA03) – REVIEWED OCT 2008		
Document Number	AMAA03	Date compiled	2008-10-15
Page number	Page 6 of 20	Revision Date	2009-10-15
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\Criteria, Guidelines and policy documents\Accreditation, monitoring and audits\2009		

EVIDENCE REQUIRED	EVIDENCE SUBMITTED		COMMENTS / RECOMMENDATIONS
<ul style="list-style-type: none"> Credibility, Does the programme have national and international value and acceptance? 			
<ul style="list-style-type: none"> Coherence, Does the Provider work within a consistent framework of principles and certification? 			
<ul style="list-style-type: none"> Flexibility, Is the programme adaptable to specific learner or user needs with regard to particular content, time-tabling etc.? 			
<ul style="list-style-type: none"> Standards, Are these expressed in terms of a nationally agreed framework and internationally acceptable outcomes? 			
<ul style="list-style-type: none"> Legitimacy, Does the Provider provide for the participation in planning and co-ordinating the programme toward alignment to NQF standards and qualifications? 			
<ul style="list-style-type: none"> Access, Does the programme provide ease of entry to appropriate levels of education and training for all prospective learners in a manner which facilitates progression 			
<ul style="list-style-type: none"> Articulation, Does the programme provide for learners, on successful completion of accredited prerequisites, to move between components of the delivery system? 			

Document Title	PAB Accreditation, monitoring and audit checklist (AMAA03) – REVIEWED OCT 2008		
Document Number	AMAA03	Date compiled	2008-10-15
Page number	Page 7 of 20	Revision Date	2009-10-15
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\Criteria, Guidelines and policy documents\Accreditation, monitoring and audits\2009		

EVIDENCE REQUIRED	EVIDENCE SUBMITTED		COMMENTS / RECOMMENDATIONS
<ul style="list-style-type: none"> Progression, Does the Provider ensure that the programme permits individuals to move through the levels of national qualifications via different appropriate combinations of the components of the delivery system? 			
<ul style="list-style-type: none"> Portability, Does the programme enable learners to transfer their credits or qualifications from one learning Provider and/or employer to another? 			
<ul style="list-style-type: none"> Guidance of learners Does the Instituting provide for the counselling of learners by specially trained individuals who meet nationally recognised standards for educators and trainers? 			
1.7 Additional evidence required			
<ul style="list-style-type: none"> A document indicating the appointment of a person responsible for Quality Assurance 			
<ul style="list-style-type: none"> QMS for the management of Financial, Administrative and Physical requirements 			
2. Staff development, appraisal & selection	Yes	No	
2.1 Staff Selection			
<ul style="list-style-type: none"> Supply staff selection policy 			
<ul style="list-style-type: none"> Provide an organisational chart / structure, in relation to the functions and expertise or staff 			
<ul style="list-style-type: none"> Ensure compliance with both the letter and the spirit of the Employment Equity legislation 			
<ul style="list-style-type: none"> Indicate whether or not the Provider is a designated employer in terms of the Employment Equity Act 			

Document Title	PAB Accreditation, monitoring and audit checklist (AMAA03) – REVIEWED OCT 2008		
Document Number	AMAA03	Date compiled	2008-10-15
Page number	Page 8 of 20	Revision Date	2009-10-15
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\Criteria, Guidelines and policy documents\Accreditation, monitoring and audits\2009		

EVIDENCE REQUIRED	EVIDENCE SUBMITTED		COMMENTS / RECOMMENDATIONS
<ul style="list-style-type: none"> If the Provider is not a designated employer, the Provider should detail the material steps that it is taking to eliminate discrimination. This can apply to both the organization itself as well as the learning and/or assessment material 			
<ul style="list-style-type: none"> Supply a copy of the guideline(s) for the use of supplementary staff 			
2.2 Staff Appraisal			
<ul style="list-style-type: none"> Staff appraisal policy 			
<ul style="list-style-type: none"> Supply evidence that assessors and moderators are competent in u/s 115753 & u/s 115759 respectively 			
2.3 Staff Development			
<ul style="list-style-type: none"> Staff development plan 			
<ul style="list-style-type: none"> Indicate how the provider identifies staff training and development 			
3. Learning Programme / s	Yes	No	
3.1 Development			
<ul style="list-style-type: none"> Is there evidence of learning goals? 			
<ul style="list-style-type: none"> State what the learner will achieve 			
<ul style="list-style-type: none"> Indicate the entry requirements associated with NQF registered standards 			
<ul style="list-style-type: none"> Is there a list of the unit standards or Qualifications and the different entry and exit levels in place? 			
<ul style="list-style-type: none"> Is there evidence to show that the critical cross-field and specific outcomes have been identified 			

Document Title	PAB Accreditation, monitoring and audit checklist (AMAA03) – REVIEWED OCT 2008		
Document Number	AMAA03	Date compiled	2008-10-15
Page number	Page 9 of 20	Revision Date	2009-10-15
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\Criteria, Guidelines and policy documents\Accreditation, monitoring and audits\2009		

• Are the assessment guides and assessment methods relevant to the learning programme			
• Indicate assistance to learners that have particular needs			

EVIDENCE REQUIRED	EVIDENCE SUBMITTED		COMMENTS / RECOMMENDATIONS
• Demonstrate the establishment of an assessment committee and an assessment co-ordinator.			
• Demonstrate how the theoretical, practical and work experience components will be addressed and managed			
3.2 Experiential training			
• Supply criteria for the selection of practical and work experience sites and monitoring at these sites			
• Indicate learner evaluation of their experiences			
• Provide retention rates of learners. If the learner rate is not acceptable, identify trends Provide proof that learning was not discouraged			
3.3 Language Policy			
• Supply language policy			
• Indicate how the language policy is communicated to staff & learners			
• If the learning programme is not available in the majority of languages, supply support mechanisms for learners of different languages			
3.4 RPL Entry levels are determined and communicated			
• Supply RPL Policy			
• Indicate support mechanism for learners who enter the programme through RPL			
3.5 Delivery			

Document Title	PAB Accreditation, monitoring and audit checklist (AMAA03) – REVIEWED OCT 2008		
Document Number	AMAA03	Date compiled	2008-10-15
Page number	Page 10 of 20	Revision Date	2009-10-15
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\Criteria, Guidelines and policy documents\Accreditation, monitoring and audits\2009		

• Have methods of delivery been identified for each learning programme?			
• Supply an Equipment List			
• Are details of the different media used available?			
• Is there evidence that equipment, machinery and tools are currently being used in the sub-sector?			

EVIDENCE REQUIRED	EVIDENCE SUBMITTED		COMMENTS / RECOMMENDATIONS
• Supply evidence that Equipment is in good working order			
3.6 Evaluation: Review relevant to the qualification/s			
• Supply programme review policy			
• Will the programme achieve the relevant outcomes			
• Prove that regular contact is maintained with stakeholders, learners and initiators of new developments and requirements			
4. Physical, administrative and financial	Yes	No	
4.1 Physical			
• If any equipment or educational requirements is outstanding provide a project plan			
• Provide a list of audio visual equipment	Y		
• List product house and range of products			
• Prove that software is licensed			
• Supply a booklist according to subjects	Y		
• Supply a map and floor plan		N	Floorplan received. Map outstanding.
• Indicate number of learners to be accommodated			
• If applicable, provide a copy of lease agreement			
4.2 Administrative			

Document Title	PAB Accreditation, monitoring and audit checklist (AMAA03) – REVIEWED OCT 2008		
Document Number	AMAA03	Date compiled	2008-10-15
Page number	Page 11 of 20	Revision Date	2009-10-15
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\Criteria, Guidelines and policy documents\Accreditation, monitoring and audits\2009		

• Supply Policy for capturing, maintenance and uploading of learner information			
• Supply proof of the availability of the PLRD system / uploading of learner information to PAB			
4.3 Management and Maintenance of facility, resources and learning material			
• Indicate how often equipment is serviced			
• Indicate the procedures that are followed when equipment breaks			

EVIDENCE REQUIRED	EVIDENCE SUBMITTED		COMMENTS / RECOMMENDATIONS
• Indicate whether learners have to take financial responsibility if they break equipment			
• Indicates who maintains equipment			
• Indicate who maintains computers and software			
• Indicate who is responsible for the cleaning and general maintenance of facilities			
• Provide the procedures that are followed if learners take equipment or material off the premises			
• Workplace Skills Plan			
4.4 Controlling of documents and data relating to provision of learning programmes			
• Describe storage areas i.e. safe, offices			
• Indicate if there is limited access and who holds the keys			
• Indicate the steps applied to a person which is in contravention of these procedures and regulations			
• Indicate that disciplinary procedures are in place			
4.5 Withdrawal from the learning programme			
• Supply a policy withdrawals and refund procedures			

Document Title	PAB Accreditation, monitoring and audit checklist (AMAA03) – REVIEWED OCT 2008		
Document Number	AMAA03	Date compiled	2008-10-15
Page number	Page 12 of 20	Revision Date	2009-10-15
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\Criteria, Guidelines and policy documents\Accreditation, monitoring and audits\2009		

• Exemplify an exit interview conducted with a learner and the process of documentation and acceptance by the learner			
• Indicated that this policy is included in the prospectus			
4.6 Financial			
• Supply financial policy			
• Indicate that proper accounting procedures are followed			
• Supply audited financial statements or a letter from your accountant to state your financial viability			

EVIDENCE REQUIRED	EVIDENCE SUBMITTED		COMMENTS / RECOMMENDATIONS
• Supply proof of commitment to and compliance with the National Credit Act in terms of interest charged on learner fees			
5. Learner entry, guidance and support	Yes	No	
5.1 Pre-Enrolment			
• Supply policy and practices for learner entry			
• Prove entry requirements are associated with NQF registered standards and principles			
• Provide policies for alternative entry, i.e. RPL including all relevant forms to be completed during the RPL process			
• Indicate learner access to guidance services / staff that are able to develop individual learning plans with learners			
• Indicate how the special / particular needs of learners are addressed to ensure equity requirements are met			
5.2 During delivery & Assessment			

Document Title	PAB Accreditation, monitoring and audit checklist (AMAA03) – REVIEWED OCT 2008		
Document Number	AMAA03	Date compiled	2008-10-15
Page number	Page 13 of 20	Revision Date	2009-10-15
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\Criteria, Guidelines and policy documents\Accreditation, monitoring and audits\2009		

• Demonstrate the access learners have to support services including ongoing guidance and counselling			
• Supply an overview of the methodologies and systems used to review and verify the learning programme			
• Supply a copy of admission criteria			
5.3 Post-Enrolment			
• Various methods for determining learner satisfaction i.e. surveys, questionnaires, learner focus group meetings etc.			
• Support service information on future career pathing, either through study or employment			
6. The Management of Off-site / Work-site Components	Yes	No	
• Is a copy of service agreements available			

EVIDENCE REQUIRED	EVIDENCE SUBMITTED		COMMENTS / RECOMMENDATIONS
• Does the MoU contain all the procedures pertaining to assessment, appeals and accreditation requirements			
• Supply various methods used to determine client requirements i.e. surveys, questionnaires (feedback forms)			
• Is a copy of amendments to agreements available?			
• Indicate that contract amendments are recorded and communicated to staff and learners			
• Supply feedback forms from the learner on their learning experience			
• Supply feedback forms from the head therapist/salon owner on the learner			

Document Title	PAB Accreditation, monitoring and audit checklist (AMAA03) – REVIEWED OCT 2008		
Document Number	AMAA03	Date compiled	2008-10-15
Page number	Page 14 of 20	Revision Date	2009-10-15
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\Criteria, Guidelines and policy documents\Accreditation, monitoring and audits\2009		

7. Reporting procedures		Yes	No	
• Is a data and record keeping system in place?				
• Supply completed registration forms of all learners or do a complete learner information upload to PAB				
• Supply a list of learners per year of study				
• Provide policies and procedures for safe-keeping and storage of learner information as well as for maintaining the confidentiality of learner information, particularly with regards to the guaranteeing the rights of privacy to learners				
• Provide policies on learner access to their learning records and policies on restricted access of other providers, employers, prospective employers and others to these records				
EVIDENCE REQUIRED		EVIDENCE SUBMITTED		COMMENTS / RECOMMENDATIONS
8. Appeals Procedure		Yes	No	
• Supply copy of Appeals Policy including all relevant forms to be completed during the appeals procedure.				
• Is a copy of records with respect to appeals available? (if applicably)				
• Provide an outline of the appeals process				
• Where assessments are provided through an assessment house/body, provide a copy of the appeals procedure available at this agency and details of the assistance that the provider provides to the learner wishing to appeal				

Document Title	PAB Accreditation, monitoring and audit checklist (AMAA03) – REVIEWED OCT 2008		
Document Number	AMAA03	Date compiled	2008-10-15
Page number	Page 15 of 20	Revision Date	2009-10-15
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\Criteria, Guidelines and policy documents\Accreditation, monitoring and audits\2009		

<ul style="list-style-type: none"> Prove outcomes of appeals are fair, reliable and valid 			
9. Ability to achieve desired outcomes	Yes	No	
<ul style="list-style-type: none"> Is a self-evaluation report available and if applicable signed by the Education and Training Committee? 			
<ul style="list-style-type: none"> Is a copy of the feedback from stakeholders, learners and unions available? 			
<ul style="list-style-type: none"> Is a copy of the self-evaluation questionnaire available? 			
<ul style="list-style-type: none"> Document plans for upgrading equipment and facilities 			
<ul style="list-style-type: none"> Supply information of the composition of a Review committee (should consist of management, staff and learners) 			
10. Policies and procedures for the management of assessment	Yes	No	
10.1 Assessments conducted according to the outcomes of the unit standard or qualification			
<ul style="list-style-type: none"> Indicate that the full range of unit standards or exit level outcomes are assessed 			
EVIDENCE REQUIRED	EVIDENCE SUBMITTED		COMMENTS / RECOMMENDATIONS
<ul style="list-style-type: none"> Indicate that the subject matter assessed relates to the relevant U/S or Outcomes 			
<ul style="list-style-type: none"> Indicate that assessment of the specific and critical cross-field outcomes takes place 			
10.2 Prove that assessments are:			
<ul style="list-style-type: none"> Fair 			
<ul style="list-style-type: none"> Valid 			
<ul style="list-style-type: none"> Reliable 			
10.3 Prove Consistency in assessment system			
<ul style="list-style-type: none"> Prove assessors are provided with clear assessment instructions 			

Document Title	PAB Accreditation, monitoring and audit checklist (AMAA03) – REVIEWED OCT 2008		
Document Number	AMAA03	Date compiled	2008-10-15
Page number	Page 16 of 20	Revision Date	2009-10-15
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\Criteria, Guidelines and policy documents\Accreditation, monitoring and audits\2009		

• Prove assessment results are moderated			
10.4 Prove assessment methods are appropriate with regards to:			
• Method of assessment			
• Instrument to be used			
• Activities to be structured			
10.5 Indicate assessment cover all 3 learning domains			
• Knowledge (cognitive learning domain)			
• Skills (psychomotor learning domain)			
• Applied (affective learning domain)			
10.6 Collect evidence for both specific and critical cross-field outcomes			
• Direct evidence			
• Indirect evidence			
• Historical evidence			
10.7 Prove that there are sufficient resources available			
• Time			
• Assessors, moderators & learners			
• Facilities			
• Equipment			
• Material			

EVIDENCE REQUIRED	EVIDENCE SUBMITTED	COMMENTS / RECOMMENDATIONS	
10.8 Indicate learner access to PRL			
• Indicate that RPL, through assessment, give credits to learning which has already been acquired in different ways, i.e. through life experience			
• Indicate uses of RPL			
10.9 Demonstrate learner support before assessment			
• Indicate that learners are put at ease before an assessment			
• Prove that learners are informed about the assessment process			

Document Title	PAB Accreditation, monitoring and audit checklist (AMAA03) – REVIEWED OCT 2008		
Document Number	AMAA03	Date compiled	2008-10-15
Page number	Page 17 of 20	Revision Date	2009-10-15
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\Criteria, Guidelines and policy documents\Accreditation, monitoring and audits\2009		

10.10 Prove the assessment is flexible to accommodate the specific needs and/or constraints of the learner			
• Indicate identification of special needs of learners			
• Indicate identification of potential disabilities of learners			
• Indicate consideration of the accessibility and safety of the environment			
• Indicate consideration of unforeseen (unplanned) circumstances			
• Indicate consideration of logistical arrangements (venue, equipment)			
• Indicate consideration of literacy of learners			
• Indicate consideration of learner level			
10.11 Indicate that assessment information is provided to the learner			
• Indicate that an initial meeting is conducted			
• Draw up an assessment plan for learners			
10.12 Prove learners receive accurate and detailed feedback of progress and performance			
• Indicate feedback is given constructively, one on one by way of an interview			

Document Title	PAB Accreditation, monitoring and audit checklist (AMAA03) – REVIEWED OCT 2008		
Document Number	AMAA03	Date compiled	2008-10-15
Page number	Page 18 of 20	Revision Date	2009-10-15
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\Criteria, Guidelines and policy documents\Accreditation, monitoring and audits\2009		

EVIDENCE REQUIRED	EVIDENCE SUBMITTED		COMMENTS / RECOMMENDATIONS
<ul style="list-style-type: none"> Provide evidence of appropriate feedback from all assessments identifying those areas on which they should focus in order to achieve the outcomes specified 			
<ul style="list-style-type: none"> Prove support is offered to learners after the programme: follow-up, mentoring, placement assistance, remedial attention, additional academic support 			
10.13 Prove internal moderators and assessors used are registered			
<ul style="list-style-type: none"> Indicate compliance to requirement: u/s 115753 & u/s 115759 			
<ul style="list-style-type: none"> Provide endorsement by ETPD Seta as proof for generic assessors and moderators 			
<ul style="list-style-type: none"> Register assessors & moderators with PAB 			
10.14 Indicate continuing self-evaluation and assessment development approaches to improve the quality of learning provision and the review of learning provision			
<ul style="list-style-type: none"> Supply a review that identifies good and bad practice in assessment design and processes 			
10.15 Prove assessments are moderated internally according to the prescribed standard			
<ul style="list-style-type: none"> Is moderation the process by which assessment is checked and verified? 			
<ul style="list-style-type: none"> Is the objective of moderation to achieve consistency 			
<ul style="list-style-type: none"> Does it ensure the quality of judgments made by assessors and is it a critical part of the quality management system? 			
10.16 Prove moderation systems ensure that all assessments produced are:			
<ul style="list-style-type: none"> Valid 			

Document Title	PAB Accreditation, monitoring and audit checklist (AMAA03) – REVIEWED OCT 2008		
Document Number	AMAA03	Date compiled	2008-10-15
Page number	Page 19 of 20	Revision Date	2009-10-15
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\Criteria, Guidelines and policy documents\Accreditation, monitoring and audits\2009		

• Fair			
• Reliable			
• Credible			
EVIDENCE REQUIRED	EVIDENCE SUBMITTED		COMMENTS / RECOMMENDATIONS
• Practicable			
11. Reporting Procedures	Yes	No	
• Provide a brief description of the cycle of events that lead to the final production of an assessment tool			
• Provide a procedure that ensures consistency			
• Provide feedback from the moderator to the assessors			
12. Safety, Health and Environment	Yes	No	
12.1 Demonstrate compliance with Occupational Health, Safety and Environment (OHSE) requirements and supply a copy of the manual for verification purposes			
• Demonstrate general awareness in the Provider on matters relating to OHSE requirements			
• Provide records of Internal and External safety audits			
• Supply copies of accident reports			
• Provide minutes of Health and Safety meetings			
• Demonstrate staff cognisance			
• Prove that equipment and machinery meet the health and safety requirements and supply a copy of the certificates for equipment			
12.3 Provide record of general safety practices i.e.			
• Guards			
• Painting			
• Housekeeping standards			

Document Title	PAB Accreditation, monitoring and audit checklist (AMAA03) – REVIEWED OCT 2008		
Document Number	AMAA03	Date compiled	2008-10-15
Page number	Page 20 of 20	Revision Date	2009-10-15
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\Criteria, Guidelines and policy documents\Accreditation, monitoring and audits\2009		

• Reports on faulty equipment			
• Safety in terms of site			
• Smoking policy			
• Access of staff and learners to the Provider			

Document Title	PAB Accreditation, monitoring and audit checklist (AMAA03) – REVIEWED OCT 2008		
Document Number	AMAA03	Date compiled	2008-10-15
Page number	Page 21 of 20	Revision Date	2009-10-15
Revision number	1	Access	
Reviewed by	Marlie Spencer	Approved by	Madeleine Gericke
Electronic copy home	F:\PAB DOCS\Criteria, Guidelines and policy documents\Accreditation, monitoring and audits\2009		