

External Verifiers Report

Name of provider being verified	
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Details of contact person	Name	
	Tel Number	
	Cell Phone Number	
	Fax number	
	Email Address	

Accreditation number of provider	
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Accreditation Application	Phase A <input type="checkbox"/>	Phase B <input type="checkbox"/>
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Context	On- Site <input type="checkbox"/>	Off -Site <input type="checkbox"/>
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Context Description		
On-Site	Venue	
	Time	
	Date	

Off- Site	List the evidence requested from provider	Actual evidence submitted by provider	DOCUMENT NUMBERS

Name of ETQA Manager	
Name of Quality Assurance Manager	
Name of Quality Assurance Manager	
Name of Moderator	
Other	

Name of External Verifier	
Registration Number	
Organisation	

The purpose of Verification	To verify the following:	Tick
	(i) Management systems related to assessment practices	<input type="checkbox"/>
	(ii) Physical resources relevant to training and assessment practices	<input type="checkbox"/>
	(iii) Staff resources related to assessment practices	<input type="checkbox"/>
	(iv) Learner support related to learners preparing themselves for assessments	<input type="checkbox"/>
	(v) Administrative systems related to assessment practices	<input type="checkbox"/>
	(vi) Verification of assessment process and practices	<input type="checkbox"/>
	(vii) Learning materials supporting learners preparing themselves for assessment	<input type="checkbox"/>
	(viii) Verification on request <i>Reason for request</i>	<input type="checkbox"/>
(ix) Any other purpose for verification ▪		

Comments/Questions/Concerns

DECLARATION OF UNDERSTANDING

Provider	
Contact Person	
Contact Details:	

I declare that I understand the following:

**Show your agreement
With a X**

▪ the purpose of verification	YES	NO
▪ the process of verification	YES	NO
▪ verification criteria	YES	NO
▪ the need to provide actual evidence of assessment practices	YES	NO
▪ the role of the External Verifier and ETQA Team during the process	YES	NO

I agree

▪ to provide relevant documents required for verification	YES	NO
▪ to provide information required	YES	NO

I acknowledge and accept that:

▪ the verification report is a result of the verification process	YES	NO
▪ the verification report will not be used for any other purpose than quality assurance	YES	NO
▪ once signed and agreed upon, you can not appeal against the outcome	YES	NO

I am committed to fair and open assessment practices as a provider and therefore grant the ETQA permission to continue with the process of verification	YES	NO
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Signature of Provider's Co-ordinator		<i>Date</i>	
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CONFIDENTIALITY AGREEMENT

This is to acknowledge that all parties involved in this verification process are in agreement that all documents and information is confidential and is the property of the provider and will only be used for the purposes of this particular verification

Signature of ETQA Manager		<i>Date</i>	
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List of Evidence Required				
Criteria Number	Type of Evidence Requested	Document Name/Number	Comments	Meet Requirements
1	Quality assurance policy, process and procedures documents and evidence of implementation			
1	Documented internal audit systems process and procedures as well as evidence that this has been implemented			
1	Health and safety policy and procedures			
2	Vision and Mission statement of the provider			
2	Minutes of QA meetings			
3	Reports of training programme delivered			
3	Reports form learners that have completed training programmes Course evaluation reports			
4	Breakdown of training facilities and equipment			
5	Fist Aid kit			
5	Evacuation procedures			
6	Organogram of staff resources or detailed description of trainers, assessors, moderators, technical expertise and qualifications			
6	Employment contracts			
6	Role Descriptions			
6	Evidence of how performance of trainers, assessors are etc is managed			
6	Selection and recruitment procedures for trainers and assessors, evidence of implementation			
7	List of registered assessors and registration numbers			
8	CV'S of all trainers and assessors, proof of qualifications			
9	Staff development plans			
10	Training schedules and assessment schedules			
12	Code of conduct for assessors and trainers			
13	Induction programme for Assessors and trainers			
14	Contracts for external assessors			
15	Selection process and procedures for learners entering programmes			
16	Breakdown of learning materials learner receive and induction			

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List of Evidence Required				
Criteria Number	Type of Evidence Requested	Document Name/Number	Comments	Meet Requirements
	materials			
16	Breakdown of what the learner should expect as far as training and assessment are concerned			
17	Learner contracts			
17	Evidence of career guidance			
17	Grievance procedures if learners are not satisfied with training			
18	Learner registration process and procedures and evidence of implementation			
18	Breakdown of qualification offered to learners			
19	Breakdown or evidence of additional learning resources available			
22	Learner development plans			
24/33	Feedback reports from clients where learners practice the application of skills in the workplace			
29	Learner file			
31/32	Example of learning programme: Strategy			
33	Schedule of learning in the workplace			
36	Facilitators guides/Lessons plan			
36	Facilitators reports			
39	Correspondence between THETA and assessors			
40	Appeals policy and procedures			
41	Moderations policy and procedures			
42/43	Moderation plan			
44	Assessment guides			
45	RPL policy, procedures and instruments			
46	Instructions to assessors and learners			
47	Assessment strategy and assessment plans for learners			
48	Evidence that learners were prepared for the assessment and agreed with the process			
49	Assessment instruments with all evidence requirements (model answers)			
50	Feedback reports per unit standard/per assessment			

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The following aspects were reviewed during the verification process	Meet requirements	Did not meet requirements	Did not validate the	Comments	Action required
MANAGEMENT SYSTEMS					
1. The provider has developed, established and implemented quality assurance policies, procedures and plans. <i>Evidence:</i> <i>Quality Assurance policy and procedures that indicates how the quality of learning provision is maintained (4.1. Phase B)</i> <i>Internal Audit systems</i> <i>Health and Safety policy</i>				■	■
2. Support and commitment from the management of the provider is clear and sufficient. <i>Evidence:</i> <i>Vision/ Mission statements support policy</i> <i>QA meetings/minutes</i>				■	■
3. Annual resource surveys are carried out and strategies for improving systems and resources are developed and initiated. <i>Evidence:</i> <i>Internal Audits</i> <i>QA report</i> <u><i>PHASE 2 – Criterion 10</i></u> <i>Learning programme delivery report</i> <i>Learning programme evaluation report</i> <i>Learner progress reports</i> <i>Assessment/moderation reports</i>				■	■

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The following aspects were reviewed during the verification process	Meet requirements	Did not meet requirements	Did not validate the	Comments	Action required
PHYSICAL RESOURCES			ON-SITE		
4. Sufficient physical resources are available to deliver ETD activities and these adhere to the requirements and needs of the ETQA. <i>Evidence: Lecture rooms equipped</i>				▪	▪
5. Equipment and accommodation used for the purposes of training meet the requirements of relevant health and safety legislation. <i>Evidence: Breakdown of equipment per course Compliance with health and safety regulations First Aid kits Safety requirements listed Evacuation procedures Other</i>				▪	▪
STAFF RESOURCES					
6. The roles, responsibilities, authorities and accountabilities of the quality assurance, assessment and verification teams across all sites are clearly defined, allocated and understood and agreed upon. <i>Evidence: Organogram/List/Description (6.1/2 Phase 2) Selection and recruitment procedures and policy (6.4 Phase 2) Contracts- Employment Role descriptions Performance standards required Staff Appraisal policy and process (6.9 Phase B)</i>				▪	▪

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The following aspects were reviewed during the verification process	Meet requirements	Did not meet requirements	Did not validate the	Comments	Action required
7. Registered and qualified assessors, moderators, and support staff members are available <i>Evidence: Registration numbers from ETQA</i>				▪	▪
8. Individuals are eligible to practise as assessors, (SME's) in accordance with NQF requirements <i>Evidence: CV's, List of names qualifications verified, qualification at a level higher</i>				▪	▪
9. A staff development programme is established for the quality assurance team. All practices are documented and understood by all role-players <i>Evidence: Staff development plan</i>				▪	▪
10. ETD practitioners and assessors have sufficient time, resources and authority to perform their roles and responsibilities effectively. <i>Evidence: Compare the qualifications offered with number of learners and assessors</i>				▪	▪

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The following aspects were reviewed during the verification process	Meet requirements	Did not meet requirements	Did not validate the	Comments	Action required
11. Sufficient supporting and administrative staff to support all activities. <i>Evidence: Compare the qualifications offered with number of learners and assessors</i> <i>Training Schedule</i>				Explain the role of admin staff in relation to training and assessments ■	■
12. An established system to review performance of practitioners and assessors is in the workplace. <i>Evidence: Copy of performance of an assessor, Code of Conduct</i>				■	■
13. Contingency plans developed to cope with staff changes <i>Evidence: Overview of how new staff members are inducted</i> <i>Have the ETQA been informed?</i>				■	■
14. If assessors are appointed externally, the required contracts and agreements are signed. <i>Evidence: Copy of Contract</i>				■	■

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The following aspects were reviewed during the verification process	Meet requirements	Did not meet requirements	Did not validate the	Comments	Action required
LEARNER SUPPORT					
15. Transparent placement procedures are established for all courses, which support competence-based entry criteria. <i>Evidence:</i> <i>Pre-assessments reports</i> <i>Interview/Selection process to enter the course</i> <i>Entry requirements clearly defined</i> <i>Learner registration procedures/process</i>				<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
16. All learners are given an overview of the corporate framework, range of resources and support systems available. <i>Evidence:</i> <i>Examples of breakdown of what learners receive</i> <i>Learner induction materials</i> <i>Learner guide</i> <i>Procedures for achieving competence described</i> <i>How programme will be delivered</i>				<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪

The following aspects were reviewed during the verification process	Meet requirements	Did not meet requirements	Did not validate the	Comments	Action required
17. Rights and responsibilities of learners are clearly stipulated, and agreed upon. <i>Evidence</i> <i>Learner contracts</i> <i>Career guidance</i> <i>Grievance procedures</i>				<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
18. Information, advice and guidance about qualification procedures and practices are provided to candidates and potential candidates. <i>Evidence</i> <i>Breakdown of qualifications offered</i>				<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
19. Sufficient learning resources are available, managed and monitored and efficiency is regularly reviewed. <i>Evidence: List of learning resources, procedures of control and review</i>				<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
20. The provider is responsive to the needs of the learners and employers. <i>Evidence:</i> <i>How the provider accommodates learners needs</i>				Explain how you respond to learners needs <ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪

The following aspects were reviewed during the verification process	Meet requirements	Did not meet requirements	Did not validate the	Comments	Action required
21. A procedure for the prevention and detection of fraud has been established and implemented. <i>Evidence:</i> <i>Policy and procedures</i> <i>Original ID's and qualifications</i> <i>Disciplinary procedures</i>				<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
22. Learner's development needs are matched against the requirements of the award and an agreed individual development and assessment plan is established. <i>Evidence:</i> <i>Minutes of counselling</i> <i>Mentoring programme</i> <i>Learner records and files</i>				Explain how will you deal with learners with special needs <ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
23. Learners have regular opportunities to review their progress and goals and to revise their development and assessment plans accordingly. <i>Evidence:</i> <i>Review procedures</i> <i>Progress reports</i>				<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
24. Client support processes and procedures are in place to provide feedback on ETD activities to clients. <i>Evidence:</i> <i>Overview of process and procedures</i> <i>Feedback reports</i>				<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪

The following aspects were reviewed during the verification process	Meet requirements	Did not meet requirements	Did not validate the	Comments	Action required
25. Complaints are dealt with timeously and procedures to deal with dissatisfied clients are understood, supported and implemented by all staff members. <i>Evidence:</i> <i>Complaint resolved</i> <i>Complaints outstanding</i> <i>Description of typical complaints</i>				Complains received by THETA <ul style="list-style-type: none"> ▪ ▪ 	<ul style="list-style-type: none"> ▪

The following aspects were reviewed during the verification process	Met requirements	Did not meet requirements	Did not validate the	Comments	Action required
ADMINISTRATION SYSTEMS RELATED TO ASSESSMENT PRACTICES					
26. Administration is maintained and completed, up-to-date records showing judgements of evidence, assessment decisions and candidate records <i>Evidence:</i> <i>Types of records kept</i> <i>Typical admin records related to learning programmes (5.3 Phase 2)</i> <i>Typical records kept per learner (5.4 Phase 2)</i> <i>Procedures for record keeping</i>				Describe the types of records kept <ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
27. Information is stored securely and disclosed only to those who have a right to it <i>Evidence</i> <i>How is information stored?</i> <i>Confidentiality policy</i>				Explain how you ensure confidentiality with assessments and personal records <ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
28. All the relevant documents required for an assessment is available for assessors and learners/candidates <i>Evidence</i> <i>Procedures to get access to all documents</i>				Who has access to all the records? <ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪

The following aspects were reviewed during the verification process	Met requirements	Did not meet requirements	Did not validate the	Comments	Action required
RECORD SYSTEMS					
29. Learner's information and records are all kept in central point and are stored safely. <i>Evidence:</i> <i>Learner files</i> <i>Learner record system</i> <i>Confidentiality clause</i> <i>Access to records explained</i>				<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
30. Queries about the qualification specification, assessment, guidance and quality assurance procedures are resolved and recorded. <i>Evidence:</i> <i>Explain typical queries around qualifications</i> <i>Queries about assessments</i>				Describe types of queries <ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
EDUCATION AND TRAINING SUPPORT					
31. Clear standards and criteria have been established and maintained to ensure the effectiveness of all programmes. <i>Evidence:</i> <i>Learning programme aligned to Unit standards</i> <i>Programme strategy for each programme</i> <i>Based on training needs analysis (7.2 Phase B)</i> <i>Target population clearly identified and defined (7.3. Phase 2)</i>				<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪

The following aspects were reviewed during the verification process	Met requirements	Did not meet requirements	Did not validate the	Comments	Action required
32. A wide range of teaching, training and learning methods are reflected. <i>Evidence:</i> <i>Sample training methods</i> <i>Methods are applicable</i>				▪	▪
33. The application of skills in the workplace is an integral part of ETD programmes and strong, growing links with employers are established, reviewed and maintained. <i>Evidence:</i> <i>Schedule of learners in the workplace</i> <i>How to the apply skills in the workplace</i> <i>Reports from the workplace</i>				▪	▪
34. The curriculum offers learners a diverse and extensive range of ETD programmes and courses and provides credits towards qualifications <i>Evidence:</i> <i>List qualifications offered</i> <i>Number of learners per programme</i> <i>Training schedules</i>				▪	▪
35. ETD programmes and courses are accredited and approved by a quality assurance authority. <i>Evidence:</i> <i>Programme is approved by relevant sector</i>				▪	▪

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The following aspects were reviewed during the verification process	Met requirements	Did not meet requirements	Did not validate the	Comments	Action required
36. All ETD programmes and courses are supported by guidance notes for ETD practitioners. These notes cover issues such as teaching methods, assessment methods, and links with national unit standards, assessment practices and credits towards qualifications on the NQF. <i>Evidence</i> <i>Facilitators guides/ Lesson plan</i> <i>Facilitators reports</i>				<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪

MODERATION PRACTICES					
LIST OF MODERATORS		Please provide the THETA with an updated list of Moderators			
Name	ID Number	Contact Details	Qualification Details	Registration Number	Subject matter expertises/Experience

The following aspects were reviewed during the verification process	Met requirements	Did not meet requirements	Did not validate the	Comments	Action required
37. Internal and external verification and moderation procedures and activities are clearly documented, consistent with national requirements, and ensure the quality and consistency of quality assurance practices. <i>Evidence: Policy & procedures</i> <i>List of qualified moderators</i>				<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪

The following aspects were reviewed during the verification process	Met requirements	Did not meet requirements	Did not validate the	Comments	Action required
38. Effective communication within the quality assurance team and with the Quality Assurance Authority is promoted and adhered to. <i>Evidence:</i> <i>Minutes of meetings</i> <i>Letters/faxes/ emails related to practices</i>				Explain how do you maintain effective communication <ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
39. Quality assurance authorities are notified of any changes to the personnel of the assessment and moderation team. <i>Evidence</i> <i>Correspondence of procedures</i>				<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
40. Moderators assisted assessors in resolving disputes and appeals <i>Evidence:</i> <i>Appeals procedures</i> <i>Samples of disputes</i>				<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
41. Moderator provided assessors with relevant feedback and support to achieve consistency in assessment and accurate advice on the use of different types of evidence <i>Evidence:</i> <i>Moderators reports</i> <i>Minutes of meetings</i> <i>Any other relevant communication</i>				<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
42. Moderators sampled judgements of evidence and assessment decisions regularly against the national standards/ scheme requirements <i>Evidence:</i> <i>Moderation plan indicates sample</i>				<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪

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The following aspects were reviewed during the verification process	Met requirements	Did not meet requirements	Did not validate the	Comments	Action required
43. Moderator has adequate time to carry out internal moderation duties <i>Evidence:</i> <i>Moderation plan and schedules</i>				▪	▪
GENERAL ASSESSMENT PRACTICES					
44. Assessors have all relevant assessment documentation prepared and organised to follow the assessment process. <i>Evidence:</i> <i>Assessment guides include plans, learner preparation, instruments, feedback reports, competence judgements and reviews.</i>				▪	▪
45. Particular RPL assessment requirements of learners are identified and met where possible. <i>Evidence:</i> <i>RPL policy and procedures</i>				▪	▪

LIST OF ASSESSORS		Please provide the THETA with an updated list of Assessors.			
Name	ID Number	Contact Details	Qualification Details	Registration Number	Subject matter expertise/Experience

The following aspects were reviewed during the verification process	Met requirements	Did not meet requirements	Did not validate the evidence	Comments	Action required
46. Allocations of assessor responsibilities are clear and match the needs of candidates (as appropriate) <i>Evidence</i> <i>Instructions to assessors and learners clearly stipulated</i>				▪	▪
47. The assessor ensured that an assessment plan had been developed for each candidate/ group of candidates <i>Evidence:</i> <i>Assessment strategy for assessor</i> <i>Assessment plan for learners</i>				▪	▪
48. Assessors briefed the candidate(s) on how the assessment would be conducted and the evidence that was required? <i>Evidence:</i> <i>Learners were prepared</i>				▪	▪
49. Assessment instruments are appropriate to the unit standard and the environment? <i>Evidence</i> <i>Assessment guides/instruments</i>				▪	▪

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The following aspects were reviewed during the verification process	Met requirements	Did not meet requirements	Did not validate the evidence	Comments	Action required
50. Assessors provided learner/candidates with accurate advice and support to enable them to meet the requirements <i>Evidence:</i> <i>Feedback reports</i>				▪	▪
51. Candidates and role-players are informed of the assessment decision <i>Evidence</i> <i>Assessment results and Feedback reports</i> <i>All reports signed and dated</i>				▪	▪
52. Assessor followed the procedure for passing records to the next stage of the recording/ certification process? <i>Evidence:</i> <i>Certification procedures</i> <i>Samples of all the records to support certification</i>				▪	▪
53. All evidence is recorded in such a way as to indicate that all the assessment criteria and range statements had been covered and that underpinning knowledge had been assessed <i>Evidence:</i> <i>Assessment instruments has clearly defined evidence requirements</i>				▪	▪

The following aspects were reviewed during the verification process	Met requirements	Did not meet requirements	Did not validate the evidence	Comments	Action required
54. Assessments are valid, authentic, current and sufficient to demonstrate that the candidate could perform consistently to the standards/ range / other specified requirements? <i>Evidence:</i> <i>Sample evidence collected</i> <i>Sample how assessment decisions were made</i>				▪	▪

GENERAL

55. Is the provider experiencing any difficulties with implementing unit standards and/or qualification?				▪	▪
56. Is the provider experiencing any difficulties with implementing assessment practices aligned to unit standards and qualifications?				▪	▪
57. Does the provider maintain good assessment practices?				▪	▪

Assessment practices verified			COMMENTS
	Assessment plan/s	<input type="checkbox"/>	
	Preparation of candidate/s	<input type="checkbox"/>	
	Assessment instrument/s	<input type="checkbox"/>	
	Judgement of evidence	<input type="checkbox"/>	
	Assessment decision/s	<input type="checkbox"/>	
Additional Comments	Assessor report/s	<input type="checkbox"/>	

FINAL JUDGEMENTS

	YES/NO	COMMENTS ON FINDINGS
Has the purpose of the verification been met		
Certification of learners can continue		
Training provider can continue with training practices		
Training provider can continue with assessment practices		
Accreditation can continue		

Estimated Date for Next verification	DATE	
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GENERAL VERIFICATION RATING

1 No Evidence 2 Some Evidence 3 Evidence but requires more work 4 Sufficient evidence 5 Good Practices

Quality Management Systems		Physical Resources		Staff Resources	
Learner Support		Administration		Record Systems	
ETD Practices		Moderation		Assessment	

External Verifier Signature	ETQA Quality Assurer	ETQA Quality Assurer	ETQA Manager Signature	DATE
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Provider's declaration of understanding

I herewith declare that I agree with the outcome of the verification, that the verification team and I have reviewed and discussed the verification report; I understand the verification process and the action required. I am satisfied that the feedback given to me was relevant, and done in a constructive manner. I accept the report and have no further questions relating to this particular verification.

VERIFICATION REVIEW

NAME OF PROVIDER		NAME OF VERIFIER	
VENUE		DATE OF VERIFICATION	
Review Dimension	PROVIDER CO-ORDINATOR	ETQA MANAGER	ACTION/COMMENTS
The purpose of the verification was clear and was achieved?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The verification process focused on assessment practices?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The verification process was systematic and practical?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
It was efficient, cost-effective and will assist me in improving my future practices	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The verification process and instruments were fair, clear and understandable	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The verification judgements were made against set criteria and requirements	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The verification criteria related to assessment practices and the evidence requested was applicable?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Special requirements were identified and the verification plan was adjusted	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Feedback was constructive and against the verification criteria.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The verification process will assist with future practices and the maintenance of quality assurance	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The ETQA team was helpful and constructive	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	

COMMENTS AND/OR REQUESTS

PROVIDER	Date	EXTERNAL VERIFIER	Date	ETQA MANAGER	Date
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