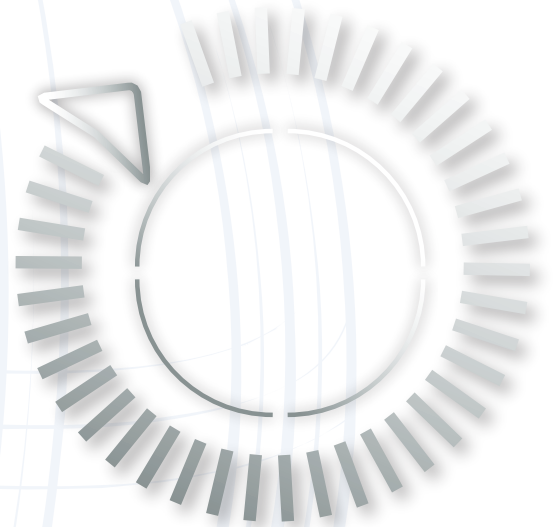




IRCA

INTERNATIONAL
REGISTER OF
CERTIFICATED
AUDITORS



Certification criteria for
QMS Auditor Conversion Training Course



CERTIFICATION CRITERIA FOR
QUALITY MANAGEMENT SYSTEMS (QMS)
AUDITOR CONVERSION TRAINING COURSE

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1. INTRODUCTION

- 1.1 We, the International Register of Certificated Auditors (IRCA), have prepared these criteria to help you, the approved training organization, to achieve certification of a **Quality Management Systems (QMS) Auditor Conversion** training course.
- 1.2 Before designing a *QMS Auditor Conversion* training course to meet the requirements of this document you should consider the following:
- 1.2.1 **Aim of this course.** The aim of this course is to equip existing auditors of other management system standards with the knowledge and skills required to perform audits of quality management systems against ISO 9001:2008, in accordance with ISO 19011. The focus of this course must be on evaluating the effectiveness of a QMS through interpretation of the current version of ISO 9001:2008 in the context of the scope of an organization's management arrangements. All references in this document to ISO 9000, ISO 9001 and ISO 9004 are to the latest editions unless otherwise stated.
- 1.2.2 **QMS Auditor certification (IRCA/602).** Students who successfully complete this *QMS Auditor Conversion* course certified by IRCA (within the three years prior to making an application to become a certificated auditor) will satisfy part of the training requirements for initial certification as an IRCA QMS Auditor.
- 1.2.3 **QMS Auditor/Lead Auditor Course.** The *QMS Auditor Conversion* course is not intended to be an implementer's course, or one that will train to an acceptable level a student with no prior knowledge of the standard or with no prior auditor training or experience. Before accepting students for this course you must notify them in writing that prospective students who are not qualified auditors in other disciplines (EMS, OH&S etc.) will find the five day IRCA/2245 *QMS Auditor/Lead Auditor* training course more appropriate
- 1.2.4 **Flexibility in course design.** These criteria specify the requirements for training courses including the knowledge and skills to be covered during the course. Your training course must be designed and delivered in accordance with these criteria, although you may exercise flexibility in the inclusion of additional material, and in the structure and selection of specific training methods used during the course. Many of the certification requirements common to the management and control of courses are detailed in IRCA/2000, *Requirements for Training Organization Approval*. These requirements are in addition to the requirements of IRCA/2040 and are mandatory. It is essential, therefore, that you are familiar with the requirements of IRCA/2000.
- 1.2.5 **Training vs assessment.** There must be two distinct aspects to courses based on these criteria:
- a) Effective training to help students develop the knowledge and skills defined in this document.
 - b) Effective assessment of each individual student's achievement of the knowledge and skills learning objectives through objective testing based on defined outputs.
- 1.2.6 **Training methods.** This course may be designed to be presented in a variety of ways:
- a) Classroom-based over three days full-time (i.e. over three consecutive working days).
 - b) Classroom-based as a series of part-time modules over a longer period.
 - c) Blended as a combination of self-study (i.e. e-learning course, correspondence course etc) and classroom-based learning.

However it is designed, students must complete the whole course of study with your organization. Note: we will not accept courses that are wholly based on self-study learning.

2. PRIOR KNOWLEDGE REQUIREMENT

This course is designed for experienced management systems auditors seeking additional skills in auditing quality management systems. Therefore, in order to pass this course, students will need some background/experience in quality management.

Prior to attending this training course students who intend to seek certification as a quality management systems auditor with IRCA are required to have successfully completed an IRCA certified Auditor/Lead Auditor training course in a different discipline, such as EMS, OH&S, Food Safety, ISMS, ITSMS or Social Systems, and be current practicing auditors.

You must inform prospective students of the required pre-course knowledge and provide clear guidance for tutors, who find that they have students lacking this prior knowledge, to ensure that this does not adversely affect other students' learning on this three-day course.

3. LEARNING OBJECTIVES

- 3.1 Learning objectives describe in outline what successful students will know and be able to do by the end of the course. By the end of the course successful students will be able to:

Knowledge:

- 3.1.1 Describe the purpose of a quality management system and explain the 8 principles of quality management in the context of the requirements of ISO 9001:2008 (see 4.1).
- 3.1.2 Explain the purpose, content, requirements and interrelationship of ISO 9000, ISO 9001:2008 and ISO 9004 taking an auditing perspective (see 4.2).

Skills:

- 3.1.3 Plan, conduct, report and follow up an audit in accordance with ISO 19011 and by interpreting ISO 9001:2008 (see 4.3).

4. ENABLING OBJECTIVES – KNOWLEDGE & SKILLS

In order for students to achieve the overall learning objectives, they will need to acquire and develop specific *knowledge* and *skills*. These are specified below as "enabling objectives" and can be considered as steps to the achievement of learning objectives.

- 4.1 **Describe the purpose of a quality management system and explain the 8 principles of quality management.**

Knowledge:

- 4.1.1 Explain the purpose and business benefits of a quality management system.
- 4.1.2 Explain the 8 principles of quality management.
- 4.1.3 Explain the process approach to management systems.

- 4.2 **Explain the purpose, content and interrelationship of ISO 9000, ISO 9001:2008 and ISO 9004.**

Knowledge:

- 4.2.1 Explain the purpose of the ISO 9000 series and explain the interrelationship between ISO 9000, ISO 9001:2008, ISO 9004 and ISO 19011 and outline the process for the continuing development of these standards.
- 4.2.2 Describe the difference between auditable standards and guidance documents.
- 4.2.3 From an auditing perspective and with regard to ISO 9001:2008:

- a) Explain the terminology related to ISO 9001:2008 and quality management systems, drawing on ISO 9000 definitions.
- b) Describe the structure of ISO 9001:2008.
- c) Explain the intent and requirements of each clause of ISO 9001:2008, drawing on ISO 9004 as appropriate to illustrate the broader intent of the ISO 9001:2008 requirements.
- d) Draw links between the 8 quality management principles and the requirements of ISO 9001:2008.
- e) Explain the difference between legal compliance and conformance with ISO standards.
- f) List the benefits of documenting a quality management system and suggest approaches for doing so in a variety of situations.
- g) Differentiate between the scope of audit and the scope of ISO 9001, and describe the basis on which exclusion of ISO 9001:2008 management system requirements might be permissible.
- h) Suggest what objective evidence might be needed to demonstrate conformance with ISO 9001 requirements.

4.3 Undertake the role of an auditor to plan, conduct, report and follow up a quality management system audit in accordance with ISO 19011.

Knowledge

4.3.1 Accredited certification and auditor certification

- a) Explain the terms certification/registration and accreditation, describe the certification/registration and accreditation processes and state the purpose and benefits of a certified/registered quality management system.
- b) Outline the role of IRCA and the IRCA QMS auditor certification requirements, including the IRCA Code of Conduct.

Skills

4.3.2 Undertake the roles of an auditor and/or audit team leader to:

- a) Write an audit scope, prepare an on-site audit plan that is appropriate to the sequence and interaction of the organization's processes, and produce an audit checklist (or alternative).
- b) Perform a document review or stage one audit in order to assess whether documentation meets ISO 9001 requirements and to determine whether adequate arrangements are in place to justify proceeding with the implementation audit.

4.3.3 Undertake the role of an auditor to manage and conduct an audit to evaluate an organization's effective implementation of processes, procedures and methodologies for conformance with ISO 9001.

4.3.4 Undertake the roles of an auditor to report the audit, including writing valid, factual and value-adding non-conformity reports, and undertake audit follow-up activities, including evaluating the effectiveness of corrective action.

5. TRAINING METHODS

- 5.1 Your course may be presented as a wholly classroom-based course or as a blended course (in other words part self-study and part classroom-based). You may also present the course as a series of separate modules, either as full-time or part-time study.

5.2 **Classroom-based training**

- 5.2.1 You must provide for students **an environment conducive to effective learning**. At the beginning of the course you must provide the students with a description of the learning objectives, course structure, format and programme, student responsibilities and the assessment processes and assessment criteria, and you must deal with any concerns or worries that students may have.
- 5.2.2 Your course must be based on the **learning cycle** (see guidance in Appendix 1) and include opportunities for students to:
- Experience new ideas and skills. (Note that tutor-led slide presentations as a sole method to help students learn new knowledge is not acceptable).
 - Reflect on their learning and identify strengths and weaknesses. (Note that your course must include methods for monitoring and providing time for tutors and students to review tasks and activities and each student's achievement of the learning objectives).
 - Address and improve on areas of weakness. (Note that your course must include provision for review and remedial work, and individual coaching, where necessary.)
- 5.2.3 Your course must include a **variety of learning methods** to suit the range of learning styles (see guidance in Appendix 1).
- 5.2.4 Your course must not rely on tutor presentations and tutor-led discussions to achieve **knowledge-based learning objectives**. We expect to see students learning these elements mostly through a process that requires them to complete a task or activities, often in teams, and to produce a defined output.
- 5.2.5 All students must practise the **skill-based learning objectives** of the course (learning objective 3.1.3) through participation in appropriate tasks and activities (role play, simulation etc).
- 5.2.6 Timekeeping, planning and programme management are essential elements in the performance of an audit and, although we recognise that effective training is responsive to students' needs, deviations from the timetable must be managed so that all learning objectives are adequately covered and students are kept informed of significant changes to the programme.
- 5.2.7 You must submit **session plans** or tutor notes for each individual training session. Session plans must specify:
- learning objectives and duration for the session
 - nature of the activity and training method to be used
 - organizational arrangements, tutor and student briefing details
 - deliverables required from students for practical sessions
 - materials, exercises and equipment required to run the session
 - where training methods or use of exercises etc. are optional, this must be clearly indicated in session plans.

Note that the format of your session plans will depend on your approach to tutor competence and training and the size and complexity of your organization. Medium and high complexity training organizations (see IRCA/3000 Appendix) will require more comprehensive tutor notes to ensure that training in new and amended materials is controlled and effective.

5.3 **Blended courses** (a combination of self-study, including electronic media, and classroom-based learning)

- 5.3.1 Only knowledge-based learning objectives 3.1.1 and 3.1.2 may be covered by self-study methods.

- 5.3.2 Learning objective 3.1.3 (auditing skills) must be completed in a classroom environment in terms of practice and student assessment. See clause 5.2 of this document for requirements for the classroom element of blended learning courses.
- 5.3.3 Training methods selected should seek to involve and engage students throughout the duration of the course. Simply providing students with a set of reading materials will not be acceptable. Your self-study materials must be designed around a clearly structured learning process with:
- Theory.
 - Examples (scenarios, case studies etc).
 - Practice (activities, case studies, progress tests etc).
 - Feedback/self-assessment on activities and tests where relevant, to ensure students can self-assess their understanding and achievement of the learning objectives and identify any areas requiring further work.
- 5.3.4 Self-study course materials must be clearly presented and structured for ease of use, with appropriate navigational aids. You must make the following clear to students to help them manage their learning:
- The learning objectives for the overall self-study element of the course.
 - The learning objectives for each section within the course.
 - How the self-study element of the course links with the classroom component.
 - The structure and suggested or intended sequence of the materials.
 - Instructions for the students' use of the materials, including realistic timescales.
 - Examples of typical documents, reports, forms etc.
 - How, when and how often students may contact tutors for help, guidance and feedback.
 - Methods for students to assess their learning and to seek timely feedback and coaching from the tutor(s).
- 5.3.5 You must ensure that each student has timely access to a course tutor to answer questions and queries.

Note: as a guide, a response to communications from students within 24 hours would be acceptable.

6. COURSE CONTENT

- 6.1 At the beginning of the course presentation you must provide the students with a description of the learning objectives, course format and programme, student responsibilities and student evaluation processes and criteria.
- 6.2 You must ensure students secure a copy of ISO 9001:2008 or you must provide them with a copy for self-study (if relevant) and for classroom-based elements of the course.
- 6.3 The course must cover:
- 6.3.1 All aspects defined in clause 3 learning objectives and amplified in clause 4 enabling objectives.
- 6.3.2 Local requirements, culture, practices or approaches to auditing and the application of ISO 9001 as appropriate for each country in which the course is presented.
- 6.4 The course must cover the benefits of certification as an IRCA QMS auditor, including brief details of the IRCA QMS auditor certification scheme, and provide students with details of how to contact IRCA and apply for certification (you may use IRCA/190 and IRCA/118 or equivalent for this).

7. COURSE DURATION

7.1 Classroom-based learning

- 7.1.1 Where the course is wholly classroom-based, the total course must be at least 24 hours net, calculated as detailed in IRCA/2000.
- 7.1.2 This course may be presented over a minimum of 3 consecutive days full-time or on a part-time (modular) basis over a maximum of 8 weeks.

Note: although not mandatory, we recommend that this course be residential if presented over 3 consecutive days.

7.2 Blended learning

- 7.2.1 Elements of the courses that are delivered through self-study will allow students three times longer than classroom training (i.e. approximately 50 hours for learning objectives 3.1.1 – 3.1.2).
- 7.2.2 The classroom element (i.e. the skills learning objective 3.1.3 as a minimum) must be timed to allow each student to practise and be assessed on the skills learning objective. The amount of time given to this classroom element will depend on the learning objectives being covered, however normally 60% (or 2 days, or 15 hours gross as calculated in IRCA/2000) duration will be devoted to classroom-based learning and assessment. Courses with a reduction in classroom time may be allowed if agreed in advance with IRCA. See the Appendix for guidance for instances where reduced classroom time may be allowed.
- 7.2.3 Each student must complete both the self-study and the classroom part of the training course in no more than 90 days.
- 7.2.4 Students must complete each element of blended courses in the correct sequence. For example, for courses with a self-study element that is followed by a classroom element the Training Organization must ensure that students who do not complete the self-study element of the course are not accepted onto the classroom-based element. You must have a process for recording and validating each student's completion of each element of blended courses to ensure students complete the course in the correct order.

7.3 Translators

- 7.3.1 If the course is given through translators, the time must be increased as necessary to satisfy the learning objectives.

8. TUTORS & STUDENTS

8.1 Classroom-based learning

- 8.1.1 The number of students per course shall not exceed 20, or be less than 4.
- 8.1.2 Where the number of students is 11-20 the course shall be run with two designated tutors, both of whom shall be present for the full duration of the course. At least one tutor shall satisfy the requirements for a lead tutor as stated in IRCA/2000.
- 8.1.3 Where the number of students is 4 to 10 inclusive, the course may be run with one designated tutor, who shall be present for the full duration of the course. That tutor shall satisfy the requirements for a lead tutor.
- 8.1.4 Additional resources or trainee tutors may be used for specific activities; however the lead tutor shall remain responsible for the entire presentation.

8.2 **Self-study based learning**

8.2.1 Tutors who provide educational support on self-study elements of blended learning must be competent to operate any media required.

8.3 **All courses.** Tutors for this course must demonstrate competence in key attributes:

8.3.1 Competence in training; by satisfying the tutor or lead tutor requirements as appropriate (see IRCA/2000).

8.3.2 Competence in auditing against ISO 9001:2008; by demonstrating auditing competence as a currently certified QMS Lead Auditor for lead tutors (or QMS Auditor for tutors) as described in IRCA/602 or meeting the requirements for such certification.

8.3.3 Competence to deliver training **and** student assessment on your specific course.

8.3.4 Knowledge of the specific local regulatory requirements in which the course is presented or have a local expert attending at the necessary times.

9. VARIATIONS

9.1 Requests for variations to any of these criteria, or in respect of any special circumstances, will be considered for approval on written submission by the approved training organization to IRCA. Any such request shall be made immediately upon the reason for the variation request becoming apparent.

9.2 We will consider the following when evaluating any request for variation:

9.2.1 Reasons for the requested variation.

9.2.2 Proposed modifications to the training.

9.2.3 The impact on the learning and assessment processes and how this will be managed.

10. STUDENT ASSESSMENT & EXAMINATION

We regard the assessment and examination of students to be a very important part of this course.

10.1 **Successful completion:** in order to satisfactorily complete the course each student must:

10.1.1 Complete/attend all elements of the course.

10.1.2 Pass the continuous assessment (focused on the 3 learning objectives).

10.1.3 Pass the Written Examination (focused on the 3 learning objectives).

10.2 **Conduct and management of continuous assessment**

10.2.1 Students must demonstrate acceptable levels of performance in all 3 learning objectives. During the course you must test each student's achievement of the learning objectives. These tests must be based on practical tasks and activities with defined outputs that students must produce.

10.2.2 You must provide tutors with model outputs and a marking scheme/ guidance to assess each student's performance and outputs (see Appendix).

10.2.3 Tutors must provide students with feedback on their performance.

- 10.2.4 Tutors must give further help and guidance to students who do not initially achieve elements of the learning objectives. They must provide these students with opportunities to complete further tasks to demonstrate competence.
- 10.2.5 Each student's achievement of learning objectives must be recorded on his/her continuous assessment record.

Note: See the Appendix for guidance on continuous assessment.

10.3 Conduct and management of the written QMS Auditor Conversion examination.

- 10.3.1 Students must sit one of the current issue of IRCA set QMS examination papers.
- 10.3.2 IRCA examinations must be conducted in accordance with the criteria set out in IRCA/2000.
- 10.3.3 IRCA examination papers must state on every page:

"IRCA EXAMINATION PAPER NUMBER [X]" amended for use on approved course [xxxx] operated by [TO], [the date of issue and page number].

Please insert at **X** the IRCA reference number for the paper, at **TO** the name and IRCA certification number of your training organization and at **xxxx** the IRCA certification number of your course.

- 10.3.4 You may modify the IRCA examination papers as indicated below, but must not change the structure of the paper.
- a) Minor changes in the wording may be made to reflect local language differences.
 - b) Changes in wording may be made to better reflect a specific context; e.g. a production or a retail application. These changes must NOT represent substantive changes to either the question or the solution.
 - c) A maximum of 25% of each paper may be replaced but this must NOT change the structure of the paper. You must NOT make changes to section 3 except to make a change of context or to remove the requirement to categorize the non-conformity as major or minor, in which case the categories should also be removed from the typical solutions. The NCR form may be replaced by a similar form, which you routinely use.
 - d) On replacing a question, you must:
 - Provide a solution and marking scheme for the alternative question.
 - Send IRCA the alternative question (identifying clearly which question it is intended to replace) and its solution for approval before it is incorporated into the IRCA examination paper.

11. COURSE PUBLICITY & ADVERTISING

- 11.1 Course advertising and promotional literature shall not state or imply that this course satisfies more than one element of the training requirements for certification as an IRCA QMS 2000 auditor.
- 11.2 Promotional material shall clearly state that prior to the commencement of the course, all students are expected to have training/ experience as auditors of another management systems standard.
- 11.3 Prior to the commencement of the course, you must inform potential students that IRCA recommends all students to have some understanding of the content, application and implementation of the current ISO 9000 series of standards.

APPENDIX 1: NOTES FOR GUIDANCE

1. Coverage of ISO 9001

IRCA/2040 requires that students be able to explain the intent and requirements of each clause, and all clauses will be considered for inclusion in the examination. However, it is recognized that students may have knowledge of ISO requirements before attending the course, either from previous training, experience or pre-course work. Training organizations will not be expected to present a clause-by-clause analysis of ISO 9001:2008, but will need to satisfy themselves that this requirement is met.

IRCA/2040 requires students to interpret and apply ISO 9001:2008 requirements and to suggest what objective evidence might be needed to satisfy requirements. These requirements should be tested through practical exercises and it is recognized that students will only be able to gain this practical experience of limited parts of ISO 9001:2008. Training organizations should use their judgement in deciding which requirements to concentrate on in such practical activities.

2. Helping students learn new knowledge & skills

We promote the use of accelerated learning approaches because they are more efficient, in terms of speed and depth of comprehension, and more effective, in terms of long term retention of new knowledge. Therefore, you should employ practical tasks and activities to help students to understand new concepts and ideas. You should not rely on tutor-focused lecture/presentation to transfer new ideas and concepts.

2.1 The Learning cycle

There is a clear link between Deming's familiar Plan-Do-Check-Act and the learning cycle:

- a. ***Students experience something*** (e.g. complete a task to find out about the requirements of ISO 9001)
- b. ***Students reflect on what they did & identify what they learned and what they still do not fully understand or cannot do*** (e.g. feedback to compare their answers to other students' answers and / or model answers, and identify any problems)
- c. ***Students take action to address weak areas.*** (e.g. ask tutor for help or complete task/activity again or complete another task)

Ensuring that your training sessions follow this simple model will make students' learning more effective. We referenced the learning cycle described by David A Kolb in developing these criteria and you might find it useful to consider this when developing your course.

2.2 Learning styles

We promote a variety of training methods in your course design. Different people learn in different ways so your sessions should follow the learning cycle and your course should include a variety of different learning activities to cater for all needs as far as possible. Honey and Mumford (*Learning Style Questionnaire*, Peter Honey Publications, ISBN 1 902899 07 5) provide one model for describing different learning styles that you may find useful as a basis.

2.3 Session plans

Developing session plans is a natural part of designing learning and training processes. Session plans should be simple and easy to use working documents to help your tutors manage effective learning. For organizations with only a few tutors, outline session plans are acceptable. For larger organizations with a number of branches or subcontractors, and the consequent number and turnover of tutors, we will require more comprehensive session plans. A sample session plan is provided below.

2.4 Continuous assessment

Continuous assessment should have a clear link between: session plans (for tutors), clear task/activity instructions with defined and measurable outputs (for students and tutors), activity marking schemes / model answers (for tutors), model answers (for students), individual student continuous assessment record (for recording student performance).

3. Blended Learning – course duration & tutor: student ratios

We will consider courses designed with less than 60% of the course duration (as calculated in IRCA/2000) devoted to classroom activity in circumstances where, for example, there is a smaller tutor: student ratio: for example 2 tutors and a maximum of 6 students.

4. Self-Study

We recommend that you consider the following documents when developing training based on information technology solutions:

BS ISO/IEC 23988:2007 A Code of Practice for the use of information technology (IT) in the delivery of assessments

BS 8426:2003 A code of practice for e-support in e-learning systems

SAMPLE SESSION PLAN

SESSION PLAN		
Course Title: QMS Auditor Conversion Training Course		
Session Title: Preparing an audit checklist	Session Number: 6	Duration: 1 hr 30 mins
<p>Purpose of the session: To provide students with practical experience in preparing an audit checklist.</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify documents and sources of information required to produce a checklist. <input type="checkbox"/> Produce an audit checklist to be used in audit practical later in the course. 		
Tutor Notes: Training Activities and Methods	Materials and Equipment	
<p>Introduction</p> <ul style="list-style-type: none"> • Explain that this session builds on the previous session in which the preparation of an audit checklist was discussed and demonstrated. • Opportunity to try it out in practice. • Explain that students will be formally assessed during this session 	OHP session 6 intro	
<p>Introduce exercise</p> <p>Talk through the exercise brief, highlighting the following points:</p> <p>Task: to prepare a checklist that will enable the students to conduct an effective, process-based audit of that area of the case study organisation.</p> <p>Process:</p> <ul style="list-style-type: none"> • Pair-work exercise. • If the students require further help on how to approach the exercise, highlight suggested steps that they might follow in order to accomplish the task. <p>Output:</p> <ul style="list-style-type: none"> • Audit checklist (either on the pro-forma sheets, or using any format preferred by the students). • A list of the documents and sources of information used in the preparation of the checklist. <p>Note The output from this exercise is part of the formal continual assessment, and will therefore be marked.</p>	<p>Handout - student brief: "preparing an audit checklist"</p> <p>Flip chart process steps</p> <p>Audit checklist pro-forma sheets</p>	
<p>Run exercise</p> <p>Tutors to monitor pairs regularly, and provide clarification, support and coaching as required.</p> <p>Time for exercise: 1 hr 30 mins</p>		
<p>Feedback from exercise</p> <ul style="list-style-type: none"> • Collect output from students • Lead a brief discussion of the exercise, i.e., how they went about it, what was easy/difficult etc. Draw out any general points observed by tutors during the exercise. 		
<p>Marking exercise</p> <ul style="list-style-type: none"> • Mark each submission in accordance with the marking scheme. • Provide feedback to students on the results of the exercise and any further points for improvement at the earliest opportunity. 	<p>Audit checklist marking scheme (see below)</p>	

SAMPLE AUDIT CHECKLIST MARKING SCHEME

AUDIT CHECKLIST MARKING SCHEME: SESSION 6

Learning objective: 3.1.3 Plan and conduct an audit

Enabling objectives:

Identify requirements for process auditing

Produce an audit checklist.

Criteria	Marks
Checklist covers all areas within the scope of the audit	2 marks
Relevant ISO 9001 requirements addressed	2 marks
Checklist identifies evidence to be viewed during audit	2 marks
Reference to policy/objectives and planned results included	2 marks
Logical structure for audit, picking up relevant audit trails	2 marks

Maximum 10 marks. Students must score a minimum of 6 marks to successfully complete the exercise. Students achieving less than this may be invited to re-submit.

