

Non-Examination Assessment Policy

(Examinations)

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Introduction

This policy affects the delivery of GCSE specifications with one or more non-examination assessment component, controlled assessments (where applicable) and coursework.

The regulators' definition of an examination is very narrow. In effect, any type of assessment that is not:

- set by an awarding body
- designed to be taken simultaneously by all relevant candidates at a time determined by the awarding body, and
- taken under conditions specified by the awarding body (including conditions relating to the supervision of candidates during the assessment and the duration of the assessment)

is classified as non-examination assessment (NEA).

'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. (JCQ's **Instructions for conducting non-examination assessments**, Foreword)

[\(This document is further referred to in this policy as NEA\)](#)

The term coursework is a generic one. It includes the work required in Project qualifications and internally assessed work in other qualifications covered by these *Instructions*.

These instructions are for use in AQA Applied General qualifications, OCR Cambridge Nationals, CCEA GCE unitised AS and A-level qualifications, ELC and Project qualifications. They may also apply to other awarding body-specific Level 1, Level 2 or Level 3 qualifications. Centres should refer to awarding body instructions. (JCQ's **Instructions for conducting coursework**, Introduction, Foreword)

[\(This document is further referred to in this policy as ICC\)](#)

Purpose of the policy

This policy confirms the JCQ requirement that Cloughwood Academy has in place, for inspection, that must be reviewed and updated annually, a written policy regarding the management of non-examination assessments including controlled assessments and coursework.

Awarding bodies require centres to have a non-examination assessment policy in place to:

- cover procedures for planning and managing non-examination assessments
- defining staff roles and responsibilities with respect to non-examination assessments
- managing risks associated with non-examination assessments

A JCQ Centre Inspector will ask the examinations officer to confirm that a policy is in place. Guidance provided in this document will help the head of centre to ensure that the centre's policy is fit for purpose.

[\(NEA 1\)](#)

Procedures for planning and managing non-examination assessments

identifying staff roles and responsibilities

Where reference is made in these procedures to non-examination assessment, this is intended to include (GCE and GCSE) non-examination assessments, controlled assessment (where relevant) and coursework.

The basic principles

Head of centre

- Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of NEA and ICC
 - all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (GCSE English Language) Spoken Language endorsement
 - (where relevant to the centre) all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the (A Level Sciences) prescribed practical activities
- Ensures the centre's policy is fit for purpose and covers all types of non-examination assessments
- Ensures the centre's internal appeals procedure clearly details the process to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

Senior leader role and responsibilities:

- Ensure the correct conduct of non-examination assessments which complies with the NEA, ICC and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

Quality assurance (QA) lead/Lead internal verifier

- Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates
- Ensure appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensure appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensure appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensure a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Subject lead

- Ensure subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures NEA, ICC and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- Works with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Subject teacher

- Understand and comply with the general instructions as detailed in the JCQ publication Instructions for conducting non-examination assessments
- Where these may also be provided by the awarding body, understand and comply with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Mark internally assessed work to the criteria provided by the awarding body
- Ensure the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries for the relevant exam series

Exams office/officer

- Signpost the annually updated JCQ publication Instructions for conducting non-examination assessments to relevant centre staff
- Carry out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

Task setting

Subject teacher

- Select tasks to be undertaken where a number of comparable tasks are provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- Make candidates aware of the criteria used to assess their work

Issuing of tasks

Subject teacher:

- Determine when set tasks are issued by the awarding body
- Identify date(s) when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are always stored securely
- Ensures the correct task is issued to candidates

Task taking

Supervision

Subject teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensure there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensure there is sufficient supervision to ensure the work a candidate submits is their own
- To ensure that where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Where candidates may work in groups, keep a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates
- Ensure candidates are aware of the current JCQ documents Information for candidates – non-examination assessments and Information for candidates – social media
- Ensure candidates understand and comply with the regulations in relevant *JCQ Information for candidates'* documents

Advice and feedback

Subject teacher

- As relevant to the subject/component, advise candidates on relevant aspects before candidates begin working on a task
- Will not provide candidates with model answers or writing frames specific to the task
- When reviewing candidates' work, unless prohibited by the specification, provide oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Record any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensure when work has been assessed, candidates are not allowed to revise it

Resources

Subject teacher

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks (To) Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources including the internet and AI when planning and researching their tasks
- Refers to the JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications (www.jcq.org.uk/exams-office/malpractice) as well as the awarding body's specification and/or associated documentation published by the awarding bodies and the regulator

- By referencing this document, and the centre's malpractice policy, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment
- Ensure conditions for any formally supervised sessions are known and put in place
- Ensure appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- Ensure conditions for any formally supervised sessions are understood and followed by candidates
- Ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Word and time limits

Subject teacher

- Refer to the awarding body's specification to determine where word and time limits apply/are mandatory

Collaboration and group work

Subject teacher

- Unless stated otherwise in the awarding body's specification, and where appropriate, allow candidates to collaborate when carrying out research and preparatory work
- Ensure that it is possible to attribute assessable outcomes to individual candidates
- Ensure that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- Assess the work of each candidate individually

Authentication procedures

Subject teacher

- Where required by the awarding body's specification:
 - ensure candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
 - sign the teacher declaration of authentication confirming the requirements have been met
- Keep signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provide signed candidate declarations where these may be requested by a JCQ Centre Inspector (Electronic signatures are acceptable)

- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follow the authentication procedures and malpractice information in NEA or ICC and inform a member of the senior leadership team
- Understand that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

Presentation of work

Subject teacher

- Obtain informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution
- Instruct candidates to present work as detailed in NEA or ICC unless the awarding body's specification gives different subject-specific instructions
- Instruct candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work
- Ensures if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements

Keeping materials secure

Subject teacher

- When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensure work is securely stored
- Follow secure storage instructions as defined in the JCQ publication Instructions for conducting non-examination assessments
- Take sensible precautions when work is taken home for marking
- Store internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, return internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, return internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Remind candidates of the need to always keep their own work secure and not share completed or partially completed work on-line on social media or through any other means (Remind candidates of the contents of the JCQ document Information for candidates – social media)
- Where work is stored electronically, liaise with IT to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

IT Manager

- Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restrict access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employ an effective back-up strategy so that an up-to-date archive of candidates' evidence is maintained
- Considers the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up and implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks
- Considers encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher

- Liaise with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and where applicable, according to the JCQ publication Instructions for conducting examinations
- Liaise with the Visiting Examiner where this may be applicable to any externally assessed component

Exams office/officer

- Arrange timetabling, rooming and invigilation where and if this is applicable to any externally assessed non-examination component of a specification
- Conduct the externally assessed component within the window specified by the awarding body and where applicable, according to JCQ publication Instructions for conducting examinations

Submission of work

Subject teacher

- Pays close attention to the completion of the attendance register, if applicable
- Complete required forms needed prior to submission

Exams office/officer

- Provides the attendance register to the subject teacher where applicable
- Ensure the awarding body's attendance register for any externally assessed component is completed correctly
- Where candidates' work must be despatched to an awarding body's examiner or uploaded electronically, ensures this is completed by the date specified by the awarding body
- Keep a copy of the attendance register until after the deadline for reviews of results for the exam series

- Packages the work as required by the awarding body and attaches the examiner address label
- Ensure that the package in which the work is despatched is robust and securely fastened
- Despatch the work to the awarding body's instructions by the required deadline

Task marking – internally assessed components

Marking and annotation

Head of centre

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g son/daughter)
- Where this cannot be avoided, ensures the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample

Subject lead

- Set timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline.

Subject teacher

- Accesses awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process
- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Does not use artificial intelligence as the sole means of marking candidates' work
- Annotate candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Inform candidates of their marks which could be subject to change by the awarding body moderation process
- Ensure candidates are informed of the timescale set by the subject lead or as indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

Quality assurance (QA) lead/Lead internal verifier

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Supports staff not familiar with the mark scheme (e.g. NQTs, supply staff etc.)
- Ensures accurate internal standardisation – for example by:
 - obtaining reference materials at an early stage in the course holding a preliminary trial marking session prior to marking
 - carrying out further trial marking at appropriate points during the marking period
 - after most marking has been completed, holds a further meeting to make final adjustments
 - making final adjustments to marks prior to submission retaining work and evidence of standardisation
- Retain evidence that internal standardisation has been carried out

Subject teacher

- Indicate on work (or cover sheet) the date of marking
- Mark to common standards
- Keep candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Submission of marks and work for moderation

Subject teacher

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks awarded, to the external deadline/Provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submit the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensure that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- Ensure the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Submit any supporting documentation required by the awarding body/Provide the exams officer with any supporting documentation required by the awarding body

Exams officer

- Inputs and submits marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirm with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensure mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensure that for postal moderation:
 - work is dispatched in packaging provided by the awarding body
 - moderator label(s) provided by the awarding body are affixed to the packaging
 - proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Through the subject teacher, submit any supporting documentation required by the awarding body

Storage and retention of work after submission of marks

Subject teacher:

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with IT, take steps to protect any work stored electronically from corruption and has a back-up procedure in place
- If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or media recordings

Exams officer

- Ensure any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

External moderation – the process

Subject teacher

- Ensures that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaises with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- Comply with any request from the moderator for remaining work or further evidence of the centre's marking

External moderation – feedback

Subject lead

- Check the final moderated marks when issued to the centre when the results are published
- Check moderator reports and ensure that any remedial action, if necessary, is undertaken before the next exam series

Exams office/officer

- Access or signpost moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

Access arrangements and reasonable adjustments

Subject teacher:

- Work with the ALS lead/SENCo to ensure any access arrangements for eligible candidates are applied to assessments

ALS lead/SENCo

Follow the regulations and guidance in the JCQ publication Access Arrangements and Reasonable Adjustments in relation to non-examination assessments

- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Make subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensure that staff acting as an access arrangement facilitator are fully trained in their role

Special consideration and loss of work

Subject teacher

- Understand that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work
- Liaise with the exams officer when special consideration may need to be applied for a candidate taking assessments
- Liaise with the exams officer to report loss of work to the awarding body

Exams office/officer

- Refer to/directs relevant staff to the JCQ publication A guide to the special consideration process:
 - Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
 - Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
 - Keeps required evidence on file to support the application
- Refer to/directs relevant staff where applicable to Form 15 - JCQ/LCW (lost work) and where applicable submits to the relevant awarding body

Malpractice

Head of centre

- Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates or centre staff
- Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be report to the awarding body)
- Is familiar with the JCQ publication Suspected Malpractice: Policies and Procedures
- Ensure that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject teacher

- Is aware of the JCQ Notice to Centre - Sharing NEA material and candidates' work to mitigate against candidate and centre malpractice
- Ensure candidates understand what constitutes malpractice in non-examination assessments
- Ensure candidates understand the JCQ document Information for candidates - non-examination assessments
- Ensure candidates understand the JCQ document Information for candidates - social media
- Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams office/officer

- Signpost the JCQ publication Suspected Malpractice: Policies and Procedures to the head of centre
- Signpost the JCQ Notice to Centres – Sharing NEA material and candidates' work to subject heads
- Signpost candidates to the relevant JCQ information for candidate's documents
- Where required, support the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Post-results services

Head of centre

- Is familiar with the JCQ publication post-results Services
- Ensure the centre's Internal Appeals Procedure clearly details the process to be followed by candidates (or their parents/carers) appealing against a centre decision not to support a review of results or an appeal

Subject lead

- Provide relevant support to subject teachers making decisions about reviews of results

Subject teacher

- Provide advice and guidance to candidates on their results and the post-results services available
- Provide the exams officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline

Exams office/officer

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication Post-Results Services (Information and guidance to centres...)
- Provide/signpost relevant centre staff and candidates to post-results services information
- Ensure any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline

Endorsements

Spoken Language Endorsement for GCSE English Language specifications (designed for use in England)

Not Applicable

Private candidates

Private candidates are accepted by the centre.

Qualification/Subject specific additional information

This section provides additional information/procedures for planning and managing non-examination assessments in specific subjects of qualifications.

External and Internal Verification Policies and Procedures – Cloughwood Academy

Internal Verification

The purpose of Internal Verification is to ensure that the principles of assessment are met and that there is validity, consistency, accuracy, reliability, sufficiency and authenticity.

External Verification involves the Quality Audit & Compliance checks made by the various Awarding Organisations. Though this process is generally referred to as External Verification and the Quality Assurance Representatives are known as External Verifiers (EV's), some Awarding Organisations use different terminology. For example; Pearson / BTEC: External Standards Verification is carried out by Standards Verifiers (SV's) For City & Guilds, the process is referred to as External Quality Assurance by EQA's or Consultants (and Internal Quality Assurance is by IQA's).

Internal verification uses a range of Quality Assurance processes involved in the design of appropriate assessment tools, feedback to Assessors, the assessment of student work and subsequent feedback to students and must ensure that;

Appropriate assessments are used for each qualification

- Assessments tools can generate sufficient evidence to allow candidates to demonstrate that they have met the required standard
- All delivery staff are familiar with the Awarding Organisation standards / regulations. All staff to ensure that the audit trail is robust and all dates, signatures etc. are entered into documentation as required.
- Delivery staff reach accurate and consistent decisions for the same qualification for all students in
- College are in line with Awarding Organisation requirements.
- All delivery staff are familiar with commend verbs associated with their qualifications.
- Internal Verifier Roles & Responsibilities

The role of an Internal Verifier is of paramount importance to the internal quality assurance and overall success of all qualifications. Delivery staff who deliver and make assessment decisions for candidates need support and feedback from their Internal Verifier.

The internal verification process is covered by these main areas:

- Pre - verify assignment briefs prior to being issued to students.
- Plan and carry out standardisation activities.
- Plan and carry out Internal Verification of assessed work.
- Advise & support Assessors.
- Maintain and retain records of internal verification.
- Observation of assessors.

- Discussions with candidates.
- Preparing for external visits.

Pre – Verification Checking of Assignment Briefs (All qualifications)

Every assignment will be checked and approved by Internal Verifiers before being issued to students, to ensure each:

- is fit-for-purpose, i.e. addresses the assessment criteria required by the Awarding Organisation;
- is based on the most recent specification.
- enables students to achieve the full range of achievement
- makes clear to students exactly what they need to do;
- complies with any other Awarding Organisation requirements.

The outcomes of the assignment check and approval will be recorded using the form required by the Awarding Organisation. If there is no required form, the Academy's Pre- Issue version is available on the Quality Share Point.

Good practice should be highlighted and constructive, developmental feedback given to the Assessor, i.e. reasons for amendments, improvement suggestions, etc.

If there are any remedial actions required, it is essential that this is documented, carried out and signed off by the IV, prior to distribution to students.

All assignments and their pre-verification approvals will be reviewed and ideally changed each year. This will help to avoid potential plagiarism and also, help ensure that Assignments take into account any changes e.g. in legislation or working practices in the vocational area. Approval forms and copies of assignments briefs will be stored in the Course File which should be stored electronically in a shared area.

Internal Verifiers (IVs) will organise the procedures listed above and report the outcomes to Managers. Academy's Managers / the Quality Team will monitor any improvement action plans.

Internal Verification of Assessment (All qualifications):

Completed student work, for each cohort of students, will be Internally Verified on an ongoing basis throughout the Course as assessment has taken place (Formative IV) and also at the end of the Programme (Summative). This should be done using the appropriate systems & documentation. If there is no specific awarding organisation form, the academy's Internal Verification of Assessed Work Form (IV2 in the Appendices) should be used. The Internal Verifier should select the sample of student work, rather than the delivery staff.

For each cohort of students, an appropriate sample of assessed student work will be internally verified. The particular requirements of the Awarding Organisation e.g. in relation to the sample size required in terms of the length of experience & qualification held by the delivery staff will be checked.. Please confirm with Awarding Organisation regulations as the appropriate sample size required. Links to guides are

available on the Quality Portal.

All delivery staff must be provided a sampling risk rating depending on a number of factors. These ratings change throughout the course and can be different for each unit and/or assessment. For example: a member of staff may have been teaching for 15 years but has no experience delivering and assessing vocational qualifications. Therefore their sample rating would be higher than someone who had been teaching for 5 years and had taught BTEC, the module and the same assessment for those five years. Ratings can increase or decrease as assessments have been completed and internally verified.

Factors to determine the sampling risk rating include:

- Experience in teaching career.
- Experience in teaching type of qualifications.
- Experience in completing using assessment method.

Number of learners being assessed.

Previous development points raised in internal verification process

The Internal verification process must include samples from all delivery staff e.g. at least one sample from each assessor and be across the full range of units. Also, the random sample of students should be taken from the whole group list of students, number of students is dependent on sample size. This should also include the range of different forms of assessment used e.g. written work such as essays, presentations & practical work etc.

Moderators must see a range of grades to help determine if the current sample is appropriate or if others need to be picked, to allow for a sample of all grades.

It is best practice to follow the principles of CAMERA when creating a sampling plan:

C (candidates or learners) – sampling must cover ethnicity, gender, employed full or part time and special arrangements, all referrals.

A (assessors) – sampling will cover all assessors taking into account a higher risk of new assessors or feedback from External Verifier (EV) reports, across all assessment sites, occupational and qualification, experience, evidence of countersigning of unqualified Scottish/National Vocational Qualification (S/NVQ) Assessors.

M (Methods of assessment)– sampling will cover all Vocationally Related Qualifications (VRQ's) and National Vocational Qualification (NVQ) units assessments, a higher percentage if the method of assessment has been adjusted in terms of agreed flexible assessment method, questioning, observation, product evidence or evidence of Recognition of Prior Learning (RPL).

E (Evidence types)– written confirmation that Vocationally Related Qualification (VRQ) assignments and Scottish/National Vocational Qualification (S/NVQ) evidence is valid, authentic, current, sufficient, plus a focus on any special requirements and identified problem units.

R (Records) – all documents relating to assessments and assessor feedback to learners.

A (Assessment locations)- across different assessment locations, main centre location and satellite centres

Interim sampling will be built into the plan and will occur at both the early and middle stages of the assessment process. This enables the Central to check formative assessment and identify consistency or issues at an early stage for corrective action. Summative sampling will occur at the end of the qualification assessment

The percentage of sampling will follow the Awarding Body rules.

Some of the awarding bodies delivered at Cloughwood, but not limited to, include:

- Pearson
- City and Guilds
- AIM Award
- NCFE/CACHE
- EAL
- UAL

The method of selecting the sample will be recorded and clearly accessible. The verification plan must ensure that each student's work is sampled at least once over the qualification and based on Awarding Organisation requirements.

Internal Verification Sampling Plans must be in place within 6 weeks of the start of the programmes. Assessment and Verification of the sample should be completed in a timely way. The verification process must ensure that assessors provide students with feedback that is timely: i.e. usually within 3 weeks of the hand-in date.

All regulations should be followed and documented accordingly, in terms of late submission of work, re-submissions, referrals, student requests for Extensions to Deadlines, Extenuating or Mitigating Circumstances etc.

Feedback should celebrate achievement by students & provide specific, subject related guidance on how improvements can be made in future work (Awarding Organisation regulations are checked with regards to the amount / type of feedback permitted where the student is going to re-submit work).

Feedback should be specific to individual needs (in a format accessible to the student).

Feedback should be directly linked to evidence and relevant assessment criteria.

Feedback should have specific (SMART) action points and targets to be completed within an expected period of time.

Feedback should summarise overall performance, i.e. Indicating or providing a grade level where appropriate and provide an indication of distance travelled in subject knowledge

Assessment Verification must be used to record:

Verification of the assessment decision(s) taken by the assessor

Supportive, constructive, developmental feedback to the assessor

Give examples of good assessment practice

Internal Verifiers will organise the above procedures and report the outcomes to the team, Managers /

Quality Team.

- Academy managers / Quality Team will monitor any improvement action plans.
- Advise and Support Assessors

Internal Verifiers are required to:

- Monitor and evaluate the effectiveness of the Assessors
- Brief Assessors on any changes
- Give advice and guidance, for example the interpretation of the Unit(s) and/or Qualification
- Identify and agree Assessor's training needs (where appropriate)
- Support / facilitate training for Assessors
- Standardise the assessment process to ensure accuracy and consistency of standards in the assessment of units, across units over time

Where any disagreement occurs between Internal Verifier and Assessor e.g. in relation to grades / evidence submitted for e.g. Learning Outcomes / Assessment Criteria etc., a Professional Discussion should be held and recorded. If this does not resolve the differences of opinion, then another experienced Internal Verifier's opinion should be sought, in order to reach a satisfactory conclusion.

Maintain Records of Assessment and Internal Verification

Internal Verifiers are required to:

- Ensure that delivery staff use appropriate documentation & procedures correctly.
- Ensure that audit trail is robust and all dates / signatures etc. are entered as required.
- Ensure that documentation and systems are meeting Regulatory and Awarding Organisation requirements
- Ensure that the records are stored securely and safely and for the times specified by an Awarding Organisation.
- Ensure that records are available for External Audits and verification.

Each Academy has a central IQA/EQA folder stored in OneDrive. The Quality team have ownership over this folder and can provide access and conduct reviews.

Departments may choose to keep their own IQA/EQA files but they must do the following:

Provide access to the Quality Team via placing access links in the central IQA/EQA folder.
Ensure they are stored securely in a location accessible to all staff and fully upholding wider policy such as GDPR and Health and Safety.

Preparing for External Visits/Samples

The Internal Verifier / Lead Internal Verifier also has a wider role, which is to provide a link between the Academy, the Management and the Awarding Organisation / Regulatory Bodies. The External Verifier's first port of call is the Internal Verifier/ Lead IV, who will be expected to have the following range of information to hand. Please review the "EQA Checklist" for a detailed account of what is required prior, during and after the visit. This can be found in the Appendices of this document and on the IQA Portal.

Accurate details on the current numbers of Student's enrolled per qualification & level & Awarding Organisation registration details.

Delivery staff / IV details; specifically, CVs, CPD records, Assessor qualifications (including D or A or V units / TAQA etc.) & Staff Development plans.

Student progress reviews/ targets and achievements, any special assessment requirements and E&D monitoring information.

Assessment schedules & assessment records including any re-submissions / referrals and tracking documentation (including e.g. Witness Testimonies, Observations, Audio / Visual

recordings evidence). (Please note: if this information is stored electronically, it will need to be in an acceptable & accessible format for the External Verifier to have access to).

Details of the available resources for student support.

Details of other assessment sites e.g. addresses of placements / workplaces and the Managers / Mentors of the students at those sites.

Details of any satellite, franchise arrangements etc.

The internal verification sampling strategy.

IV / Lead IV Files & records including feedback to Assessors / discussions with students.

Previous EV Reports.

Records of claims made for certification.

Students portfolios / e-portfolios.

Evidence of Team Meetings / Standardisation activities.

Procedures / Awarding Organisation Regulations for the safe storage & retention of Student work & also the correct policy / procedure for returning work to students.

Appropriate College Policies.

If not already involved the Quality Officer must be kept updated with all aspects of the EQA visits.

Course Management and Staff Induction

Internal Verifiers / Lead Internal Verifiers / Managers are required to ensure that Assessors have the appropriate expertise as required by the Unit / Qualification assessment requirements. In addition, experienced Internal Verifiers must support staff new to the Awarding Organisation or qualification, through classroom visits (where required by the Awarding Organisation), or by regular meetings /

mentoring (if classroom support is not a requirement).

Before each intake of the Course begins; the appropriate member of staff should check that the Qualification Specification to be used is the correct version, appropriate Awarding Organisation Approval is in place & any particular combinations of units required e.g. for particular qualifications has been checked.

Before each intake of the Course begins; Curriculum leaders / Management / Lead IVs should ensure that Assessors have an induction to the Unit / Qualification and the requirements, A scheme of work (SoW) & a copy of the appropriate Awarding Organisation assessment, verification and quality assurance regulations and associated documentation, all associated College Policies and procedures, including this document.

Managers must ensure that each qualification has the required number of Internal Verifiers in place & that they have access to appropriate training including the opportunity to attend Awarding Organisation briefings as appropriate & to work towards appropriate Assessor / Verifier qualifications.

Allocation & Role of Internal Verifiers:

There will be at least one Internal Verifier for each qualification. Large qualifications with higher numbers of students may require more and must meet Awarding Organisation requirements.

Internal Verifiers must be qualified teachers with significant experience of teaching and assessing with the Awarding Organisation and Assessor / Verifier qualifications. Whereas work-based learning assessors require an internal verification qualification.

This should be standardised, using a sample as required by Awarding Organisation, or 33% if not specified.

Some Awarding Organisations require there to be an IV who takes responsibility for organising internal verification across an institution, e.g, Lead IV (BTEC/Pearson) or Accredited Internal Verifier (Certa). In such cases, the Cross- academy Verifier / Lead IV or AIV can be the same person and allocation of responsibilities must comply with Awarding Organisation Regulations.

Internal and Cross-academy Verifiers, LIVs and AIVs, must participate in Awarding Organisation briefings and cascade information to the rest of the team.

LIV's / AIV's are expected to organise Team Standardisation Activities (of Assignments and Assessment Decisions) and facilitate the capturing of evidence from the activities, any decisions made, strengths, opportunities to share good practice and any areas for further development. This should be shared with Managers and also held in Team Files for future reference e.g. External Quality Assurance audits. College Managers / Quality Team will monitor any improvement action plans. Assignment standardisation outcomes will be recorded via the Cross academy Standardisation of Assessed Work Form.

Examples of standardisation activities could include:

- Assessment levels and command verbs
- Creating assessment materials
- Standard marking of assessment
- Blind marking

Second marking
Internal verification of assessments
Use of alternative assessments Interpretation of Policies and Procedures
Discussing qualification/programme requirements.

Responding to Student Appeals on Assessment:

The Academics Appeal Procedure allows for a student or students to appeal against decisions made by the College in relation to assessment procedures. Please refer to the Academics Appeals Policy, should there be an appeal relating to assessment procedures.

The Appeals procedures should not be used where students wish to complain about their experience at the Academics, or about assessment decisions themselves. These matters should be dealt with under the Academics Complaints procedure. Please therefore refer to the Academics Complaints Procedure should a student wish to complain about an assessment decision.

Awarding Organisation Regulations:

Pearson

Annual Lead Internal Verifier Registration:

It is a Pearson requirement that at the start of the new academic year, the Principal Subject Areas have a Lead Internal Verifiers registered / re-registered as appropriate. This is done on Edexcel Online via the OSCA platform. <https://qualifications.pearson.com/en/support/support-topics/assessment-and-verification/osca/register-for-osca.html>

<https://qualifications.pearson.com/en/support/support-topics/assessment-and-verification/osca/osca-btec-support-material-videos.html>

Pearson provide details of the timeframe during which this should be done, and this window usually closes by October Half Term. There can only be one member of staff registered on that system. The Lead Internally Verifiers are required to complete the online training by using the Standardisation materials provided and complete these with their teams prior to assessment taking place. Also, Lead Internal Verifiers are required to submit any declarations as required by Pearson. There can only be one person registered against the appropriate subjects. Should the need arise during the year e.g. if a Lead Internal Verifier leaves or there is long term sickness absence, then the original Lead Internal Verifier registration can be replaced by a subsequent registration of another member of staff. Lack of appropriate Lead Internal Verifier registration will have an impact on the level of Risk Rating and on the approach of Standards verifier sampling levels e.g. Enhanced Sampling rather than Medium or Low.

It is also the responsibility of the Lead Internal Verifier to organise and maintain records of Team Standardisation Activities at different points of the year. Such events could cover e.g. use of command verbs in relation to assignments / feedback, consistence of feedback to students or aspects of Internal Verification.

Assessment & Internal Verification Planning

After registration as Lead Internal Verifier, you need to work with your Assessors and Internal Verifiers to agree an assessment and verification plan for all cohorts from the start of the programme. As Lead IV, you are responsible for ensuring that it is fit for purpose and meets regulatory requirements before you sign it off. If you're selected for standards verification, your Standards Verifier will ask to see these documents when planning your sample.

Lead Internal Verifiers are also responsible for signing authorisation for any re- submissions or re-takes of student work (please refer to the Pearson Specification regulations e.g. QCF, RQF, NQF).

It is essential that internal verification is well planned and logical and takes place at interim periods as well as summative Internal verification at the end of the Course. All Internal verification records and records of the authorisation of and re-submissions/ re-takes should be maintained / stored securely according to the regulatory timescales.

[https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC- Centre-Guide-to-Internal-Assessment.pdf](https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Centre-Guide-to-Internal-Assessment.pdf)

Annual Updating / Staff Briefing; Pearson Centre Guides e.g. on Internal Verification etc. are updated on an annual basis. Updates from Pearson are received on a regular basis and are circulated internally. Staff are advised to monitor the Pearson website / BTEC Support Guides to ensure that the latest information/documentation is used e.g. Assignment Brief / Internal verification documentation.

<https://qualifications.pearson.com/en/support/support-topics/delivering-our- qualifications/delivering-btec-qualifications.html>

[https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC- Centre-Guide-to-Internal-Verification.pdf](https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Centre-Guide-to-Internal-Verification.pdf)<https://qualifications.pearson.com/en/support/support-topics/quality-assurance/btec-quality- assurance-handbook/lead-internal-verifiers.html>

Standards Verification

Standards Verifiers (SV's) for the subject areas are allocated to the different programmes. This usually takes place towards the end of Term 1 / beginning of Term 2.

Appendices

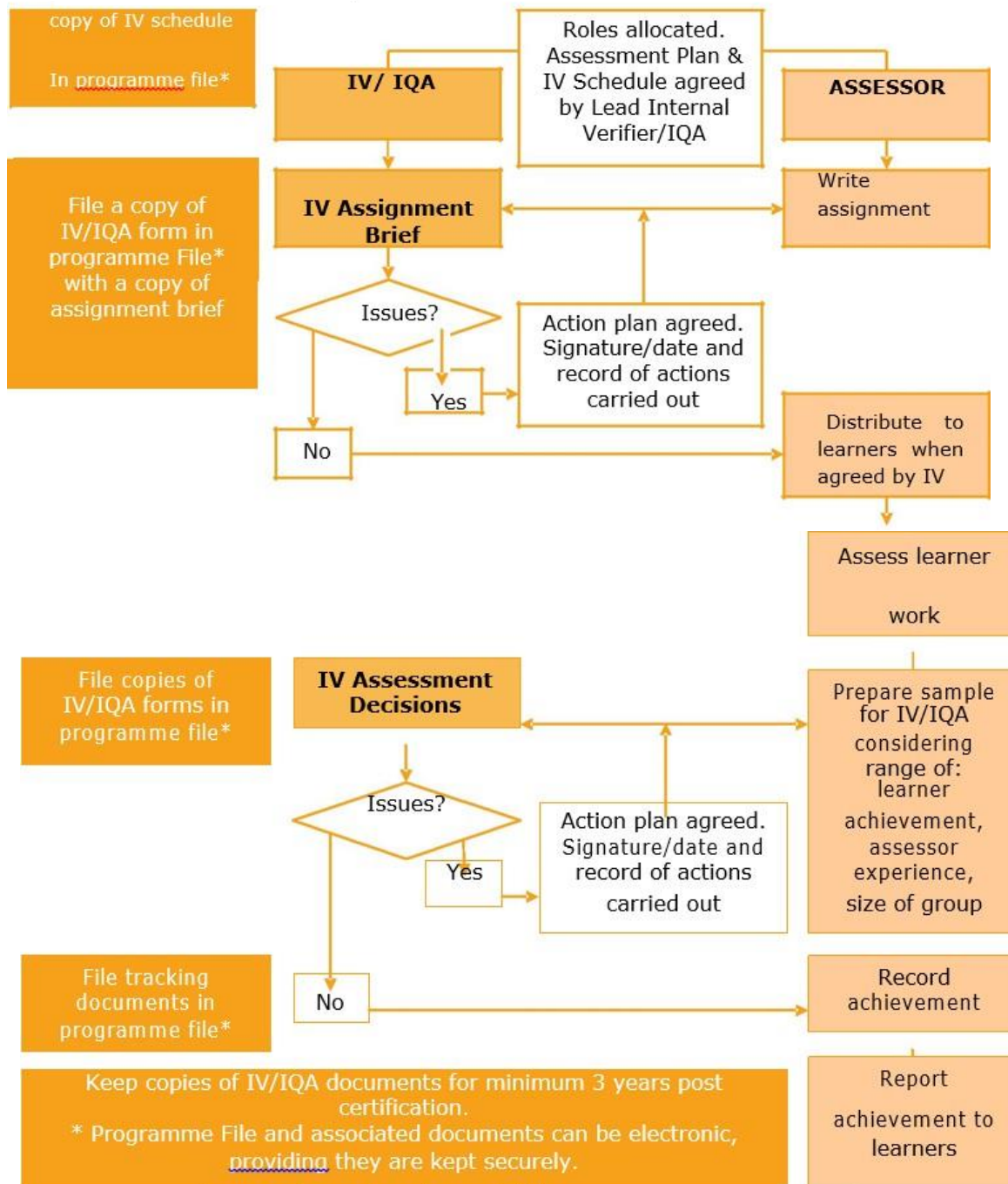
IQA Assessment briefs flow chart & IQA Assessment decision flow chart

IQA Suggested timeframe

Pearson Timelines

EQA Checklist

IQA Assessment briefs flow chart & IQA Assessment decision flow chart IQA



EQA Visit Preparation Checklist

Visit	External Qualification (EQA) / External Verifier (EV) Tick list
Purpose	<p>This document is intended to provide Head of Faculty / Internal Quality Assurance (IQA) / Heads of Quality, Teaching, Learning and Assessment responsible for organising an External Quality Assurance (EQA) visit with a guide to the preparation required for a successful visit.</p> <p>The activities completed in preparation for an EQA visit, should always also consider any specific Awarding Organisation (AO) requirements.</p>

Activity	Item	When?	Date Complete
1.	<p>Agree a convenient date / time with the EQA. Agree the scope for the visit (e.g. systems visit / sampling visit / other). <i>(NB: Timing should consider any qualifications with none DCS status that need EQA approval; this is particularly important at the end of the academic year as it can cause delays in achievement for students).</i></p>	2-3 months prior to visit	
2.	<p>Confirm arrangements with Quality Team. Make the Quality Team aware of the planned visit and keep them informed / involved throughout the planning.</p>	2-3 months prior to visit	
3.	<p>Confirm the travel arrangements. Confirm the travel arrangements of the EQA and if parking is required. If parking is required, obtain the car and registration details. Contact the relevant site's parking service and let them know the name of the EQA visiting and the car details. <i>(NB: The EQA may not be able to have a dedicated parking space, however they should have access to the relevant site to search for a parking space).</i></p>	2-3 months prior to visit	
4.	<p>Check if the EQA will need any IT access on the day.</p>	2-3 months prior to visit	
5.	<p>Request room</p>	2-3 months prior to visit	
6.	<p>Distribute the relevant post code, directions and parking arrangements. Send details to the EQA and any other off site visitors.</p>	2-4 weeks prior to the visit	
7.	<p>Set up an outlook meeting. Invite relevant delivery staff / assessors / IQAs / Quality team member to meet the EQA on the day of the arranged visit.</p>	2-3 months prior to visit	
8.	<p>Complete accurate details on the current numbers of Students enrolled. The AO will usually provide details of information required and a timescale for this information to be provided. This may include in scope qualifications, level, AO registration details, last date sampled. <i>(NB: The AO may request that this is uploaded to their platform / portal)</i></p>	By timescale agreed with AO	

9.	Ensure delivery staff records are up to date and correct. These should include Assessor and IQA / IV details; specifically CVs, CPD records, Assessor & IQA qualifications (including D or A or V units / TAQA etc.) (NB – CPD logs should include vocational CPD).	2-4 weeks prior to the visit	
10.	Provide Awarding Organisation with centre updates. Provide details of any changes to the centre or staff within it as per the AO requirements. (NB: For some AOs this will be via a standard form e.g. Centre Update Form).	On-going and 2-4 weeks prior to the visit	
11.	Check all candidate registrations. Make sure candidate registrations are up to date for the relevant qualifications. This includes withdrawing candidates who have been registered but who are no longer completing, for whatever reason.	On-going and 2-4 weeks prior to the visit	
12.	Review actions from previous EQA visit(s) / report(s). Make sure the actions have been progressed / completed. (NB: Previous EQA reports are stored on the Quality Onedrive EQA folders by Faculty).	On-going and 2-4 weeks prior to the visit	
13.	Provide originals of certificates. Ensure assessors / IQAs who have not met the EQA previously bring originals of their certificates to the visit so that the EQA can validate.	On day of visit	
14.	Obtain requested sample portfolios and carry out a final quality check of the portfolios. Do a final review / quality check of portfolios that have been requested – e.g. check for signatures / assessment planning records / correct tracking / feedback available / standards met / IQA taken place etc.	On-going and immediately prior to the visit	
15.	Observation of assessment / meeting learners. If a live observation is required or the EQA would like to meet learners, organise this with the relevant learners and assessors. Potential areas that the EQA may want to cover with learners include induction, initial assessment, the Appeals and Complaints policy, the tools and resources available, the assessment planning and feedback provided, the support provided by the assessor, whether workplace observations take place, whether regular reviews take place.	4-6 weeks prior to the visit	
16.	Student progress & SEND. Have available student progress reviews / targets and achievements, any special assessment requirements and E&D monitoring information.	On-going and 2-4 weeks prior to the visit	
17.	IQA records available. Make IQA records available for review <ul style="list-style-type: none"> • Sampling Strategy • Sampling Plan – formative and summative • IQA Files & records including feedback to Assessors / discussions with students / sampling reports (NB: Ensure a countersignature is obtained for work assessed by any Assessors who are currently working towards their qualification).	On-going and on day of visit	
18.	Standardisation and training records available. Have evidence of standardisation and team meetings that have taken place as well as the schedule going forward (agenda / minutes / notes / record of standardisation activities). Have evidence of completed and planned CPD and training.	On-going and 2-4 weeks prior to the visit	
19.	Programme records available. Have programme records available including qualification specific induction, schemes of work, handbook, assessment schedule, sharing of awarding organisation specific policies.	On-going and on day of visit	

20.	Records of claims made for certification. Provide records of claims made for certification.	On-going and 2-4 weeks prior to the visit	
21.	Procedures / Awarding Organisation regulations for the safe storage & retention of student work. Have available details of storage and retention of student work & also the correct policy / procedure for returning work to students.	On-going and 2-4 weeks prior to the visit	
22.	Programme review processes. Have available evidence of course review / course feedback and actions taken to improve.	On-going and 2-4 weeks prior to the visit	
23.	Organisation chart. Prepare an organisation chart for those involved in the course(s) – this may be requested in advance of the visit.	Prior to visit	
24.	College policies. Make appropriate College policies available as requested (these may be requested in advance) e.g. <ul style="list-style-type: none"> • Internal Quality Assurance • Registration and Certification • Safeguarding • Malpractice, appeals and complaints • Equality and Diversity / Equal Opportunities • Appeals Policy • Health and Safety • Internal / External Communications strategy. 	Prior to visit	
25.	Organise any required IT access for the EQA on the day. Request IT access as required from the Helpdesk (e.g. PC access Guest log on / WIFI access).	Prior to visit	
26.	Request EQA access to Smart Assessor / online portfolios. Request access to sample set of candidates for the period of EQA.	3 days prior to visit	
27.	Request removal of EQA access to Smart Assessor / online portfolios. Request removal of EQA access once sampling is complete.	Post visit	
28.	Other requirements as requested by the Awarding Organisation. Provide other information as requested by the AO e.g. <ul style="list-style-type: none"> • Details of the available resources for student support • Details of other assessment sites e.g. addresses of placements / workplaces and the Managers / Mentors of the students at those sites • Details of any satellite, franchise arrangements etc. 	Prior to visit	
29.	Provide a post visit update. Circulate a brief update to the delivery team and Quality Team based on the feedback received on the day of the visit, in order that recognition can be given or actions taken immediately.	Post visit	
30.	Receive the visit report and follow up on any actions. Follow up on any actions in a timely way. Ensure the Quality team have a copy of the visit report if you received it directly from the EQA.	Post visit	

Name of Learner			
Name of Assessor			
Name of Quality Assurer			
Date			
Quality Assurance Activity	Interim		Final
Report No			
Qualification:			
Evidence /Units Moderated			
Short Description of evidence Sampled:			
Quality Assurance Sampled/Monitored Activities	Yes	No	Internal Quality Assurer Comments
Has an initial assessment been completed and assessed?			
Has appropriate and sufficient assessment planning taken place?			
Has prior learning/achievement been identified and used where possible?			
Have any witness statements (if applicable) been recorded, verified, checked for conflict of interest and occupational competency?			
Are assessment methods appropriate (safe, fair, valid and reliable)?			
Do you agree with the assessment decisions (Valid/reliable/sufficient/current /authentic)?			
Has the evidence been clearly cross-referenced and gathered over a sufficient period of time?			

Was feedback to the learner constructive?	
Is there evidence of reviews and support being provided to the learner?	
Correct documentation used and fully completed?	

Feedback to the Assessor

Actions Required

Resubmit (If applicable) by

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Assessor Signature		Date

Internal Quality Assurer Signature		Date

Follow Up Report (If Applicable)

Assessor Signature		Date

Internal Quality Assurer Signature		Date