

External & Internal Verification Policy & Procedure

Owner: Head of Quality Assurance (Cross College)	Related Strategies: N/A
Relevant to: Internal and External Verifiers	

Office Use only:

Corporate Intranet Family: Curriculum and Quality (CQ)	Approval Board/Committee/Group: N/A Executive Owner: N/A	Approval/Re-approval Date: July 2020	Implementation Date: July 2020	Next Review Date: July 2021
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New Policy or Substantive Policy Review

Version	Date	Policy Development Agreed by (Executive Owner)	Policy Development Author	Draft Policy Verified by	Policy Approval	Impact Assessment (if applicable)
7	July 2020	Head of Quality & Compliance: Cross College	Liam Ward	Bev Turner	Yes	

Rationale for new or substantive policy review	
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Please make explicit if change/review relates to procedures, guidelines and associated documents only

Periodic Policy Review / Change History

Version	Date of Review / Revision	Description of Change	Reviewed By	Approved By (Executive Owner)
1	Sept 2014	Policy drafted and distributed	Assistant Principal Quality & Learning Enhancement	Student Experience Steering Group
2	March 2016	Policy updated and brought into new document template.	HoS Quality Audits & Standards	Student Experience Steering Group
3	March 2017	Policy reviewed	HoS Quality Audits & Standards	N/A
4	October 2017	Policy reviewed	HoS Quality Audits & Standards	N/A
5	October 2018	Policy reviewed and updated to new document format	Head of Quality & Compliance	N/A
6	August 2019	Policy reviewed.	Head of Quality & Compliance	N/A
7	July 2020	Policy reviewed in relation to Covid-19.	Head of Quality and Compliance: Cross College	N/A
8	December 2020	Updated to reflect Pearson policy and process changes.	Head of Quality and Compliance: Cross College	N/A
9	June 2021	Policy reviewed for HE – inc. marking of L6 work, range of grades and EE approval for all HE assessments	Head of Quality and Compliance: Cross College	N/A

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10	August	Policy Review for HE/OU – Include sample for EE	Head of Quality and Compliance: Cross College	N/A
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Communication

To be agreed by Executive Leadership Team

Announcement on hub <input type="checkbox"/>	SLT email <input type="checkbox"/>
College newsletter <input type="checkbox"/>	All staff email <input type="checkbox"/>
SLT meeting <input type="checkbox"/>	Cascade brief <input type="checkbox"/>
External website <input type="checkbox"/>	Training needed (specify who) <input type="checkbox"/>

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Overview: External & Internal Verification

The purpose of External and Internal Verification is to ensure that the principles of assessment are met and that there is 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) and in Higher Education (Level 4 and above) SV's are referred to as EE's (External Examiners), 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), For Certa Access to HE, the process is referred to as External Moderation by External Moderators (EM's); and Internal Quality Assurance is Internal Moderation by Internal Moderators (IM'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 are capable of generating 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:

- 2.1. Pre - verify assignment briefs prior to being issued to students.
- 2.2. Plan and carry out standardisation activities.
- 2.3. Plan and carry out Internal Verification of assessed work.
- 2.4. Advise & support Assessors.
- 2.5. Maintain and retain records of internal verification.
- 2.6. Observation of assessors.
- 2.8. Discussions with candidates.
- 2.9. 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;

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- 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 College'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.
 - College Managers / the Quality Team will monitor any improvement action plans.
 - For HE all External Examiners should approve assessments prior to distribution to students.

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 College 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. Where there are 10 students or less on a qualification, a minimum sample size of 100% is required. **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 BTEC 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.

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- Previous development points raised in internal verification process.
- Number of learners being assessed.
- 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.
- At level 6 dissertations and/or final pieces of work must be double marked.
- 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 TSC, but not limited to, include:
 - Pearson
 - City and Guilds
 - AIM Award
 - Certa
 - NCFE/CACHE
 - EAL
 - IMI

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- 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.
- College 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

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- 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 IQAEQA 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 IQAEQA files but they must do the following:

- Provide access to the Quality Team via placing access links in the central IQAEQA 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 College, 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

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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.

External Examiner Sample - For Higher Education Only

Following internal moderation, all assessment that contributes towards an award must be moderated by External Examiners, and advice provided to internal examiners (e.g., internal verifiers) as appropriate.

The sample selected for external moderation should normally include all summative work for an agreed selection of students from a given cohort, based on the marks agreed by internal examiners (e.g., all firsts, fails, borderlines & spread, or minimum sample size depending on cohort numbers; twelve students or less - all). The guiding principle for any selection of scripts/assessed work is that external examiners should have enough evidence to determine that internal marking and classifications are of an appropriate standard and are consistent.

Reference Assessment Regulations of Awarding Partners for any further and/or specific information on sample selection.

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

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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.
 - For qualifications that are delivered in more than one location, one of the Internal Verifiers should act as a Cross-College Verifier (CCV). An appropriate sample of assessment used from each location. This should include assignments and assessment decisions from the range of units, all delivery staff, methods of Assessment, from a range (all for WBL) of students (and must also meet with any other requirements stipulated by the Awarding Organisation)
 - 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-College Verifier / Lead IV or AIV can be the same person and allocation of responsibilities must comply with Awarding Organisation Regulations.
 - Internal and Cross-College 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 College 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

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- 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 College's 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 College's 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 College, or about assessment decisions themselves. These matters should be dealt with under the College's Complaints procedure. Please therefore refer to the College's 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, consistency 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

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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>

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.

(PLEASE NOTE: Due to the ongoing Covid – 19 situation for the academic year 2020/21, Pearson are encouraging that units are banked (interim claimed) on an ongoing basis rather than waiting until the end of the year to claim all units achieved). Also, it is advised that the Mandatory Units / Practical Work is covered as early as is feasible.

<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/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.

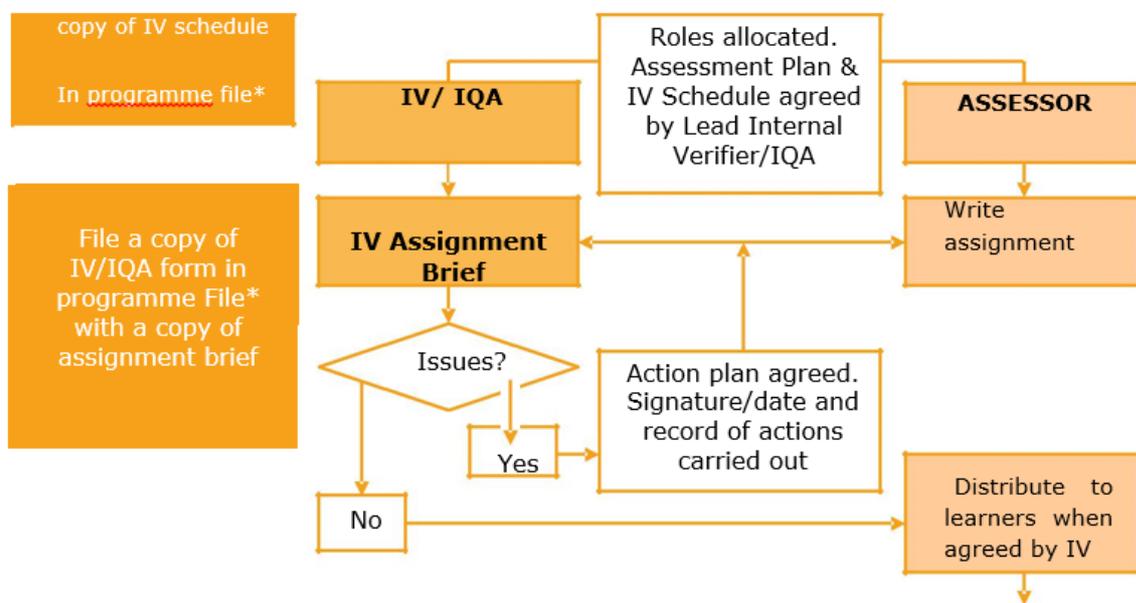
Staff Roles & Key Dates: Please see Appendices.

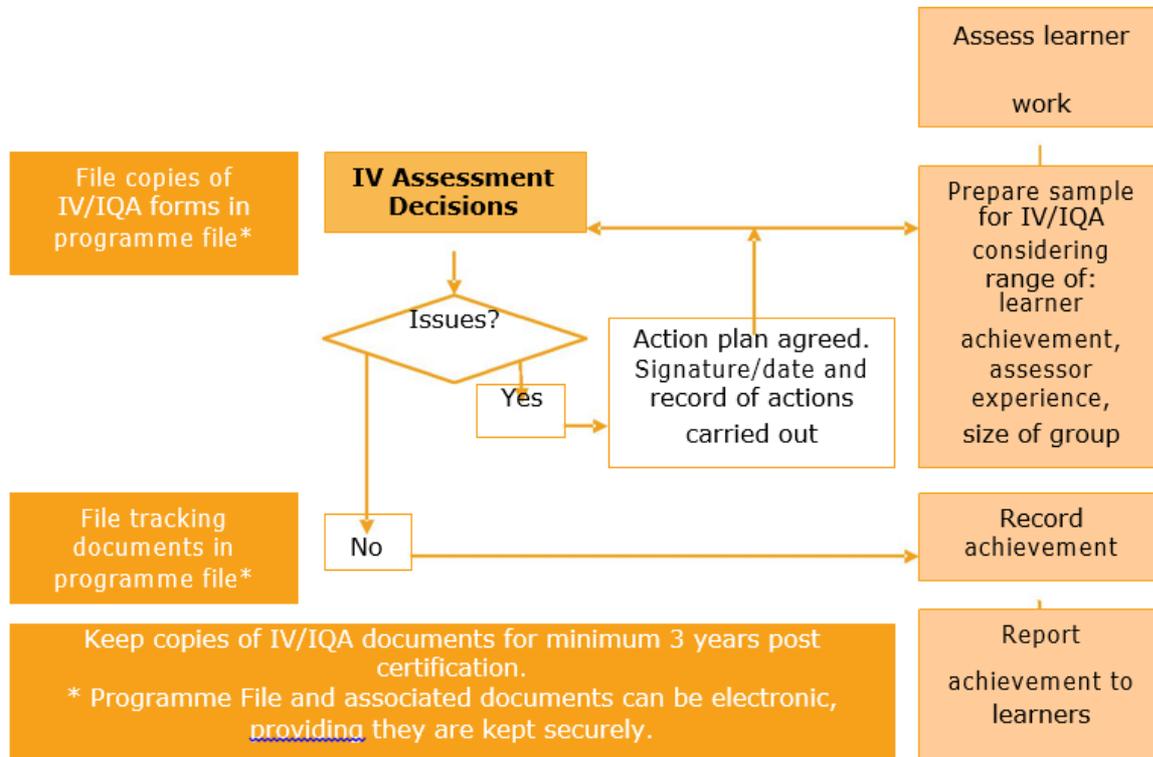
https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/Standards_Verification_BTEC_NQF_Firsts.pdf

Appendices

IQA Assessment briefs flow chart & IQA Assessment decision flow chart
IQA Suggested timeframe
Pearson Timelines

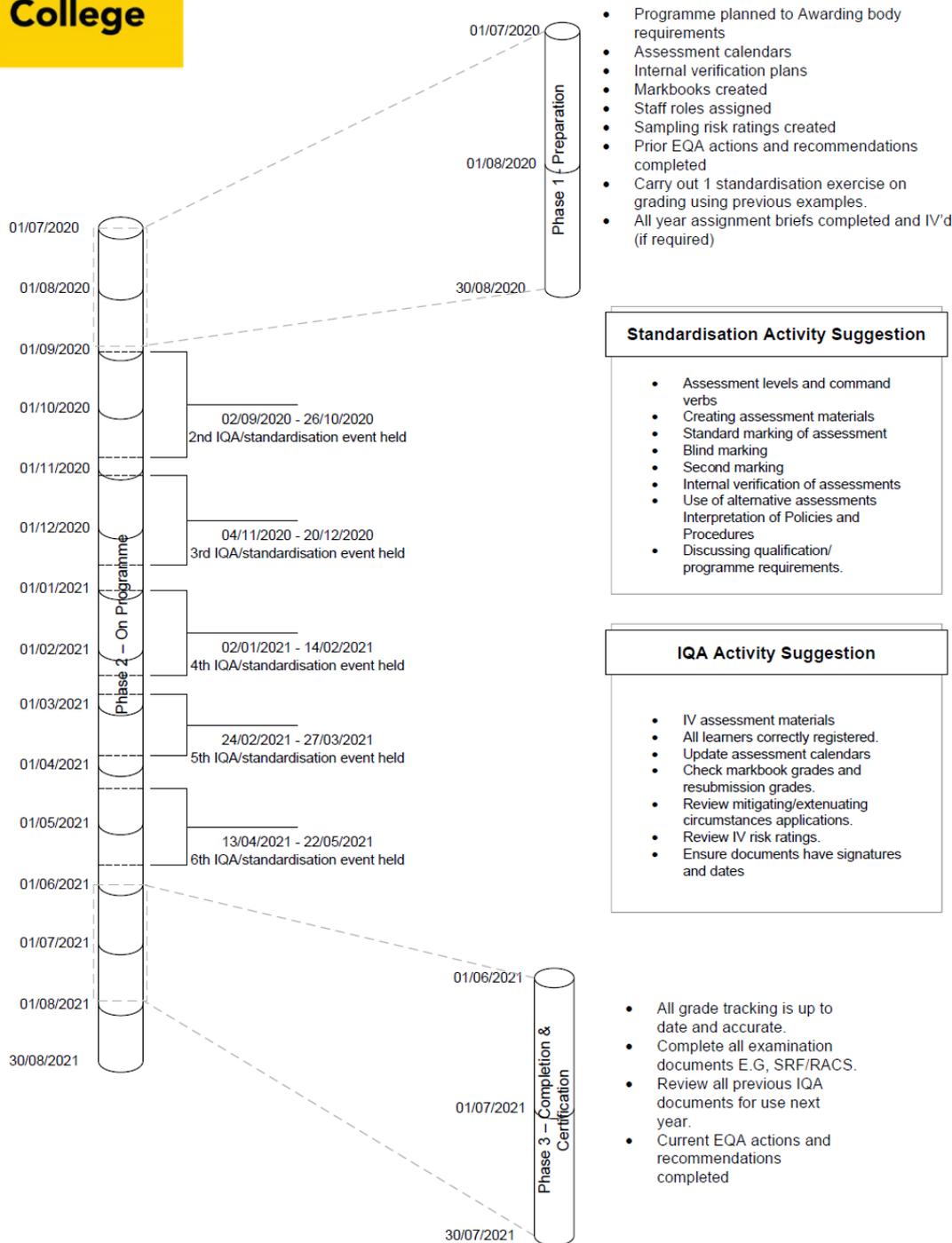
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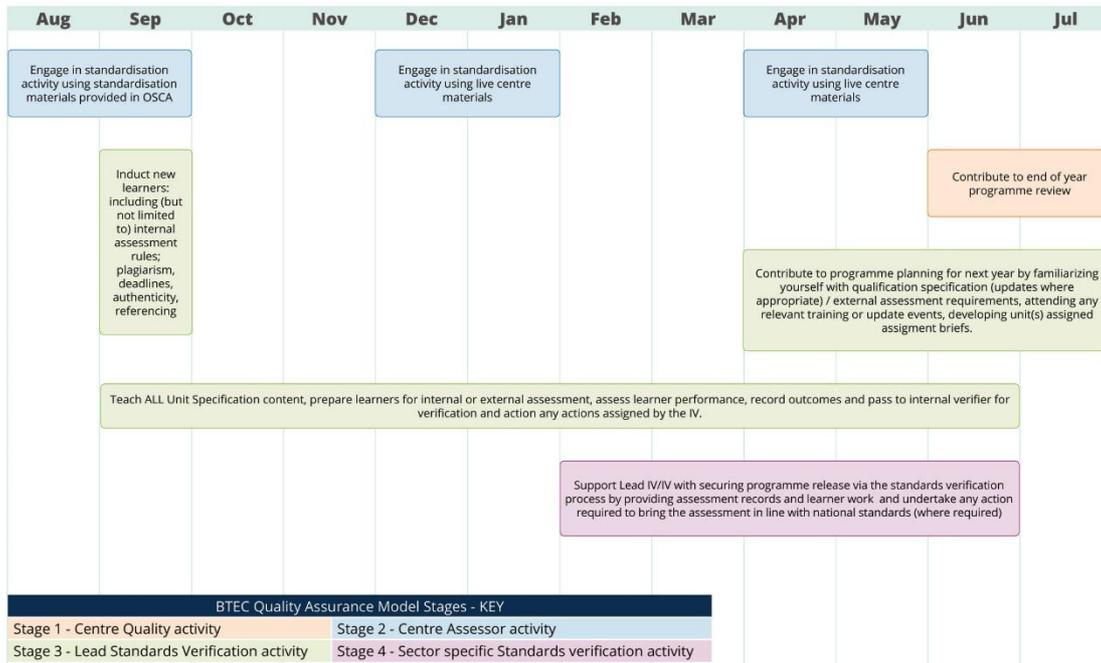


Internal Quality Assurance: Timeline 2020-21



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BTEC Assessor activity timeline

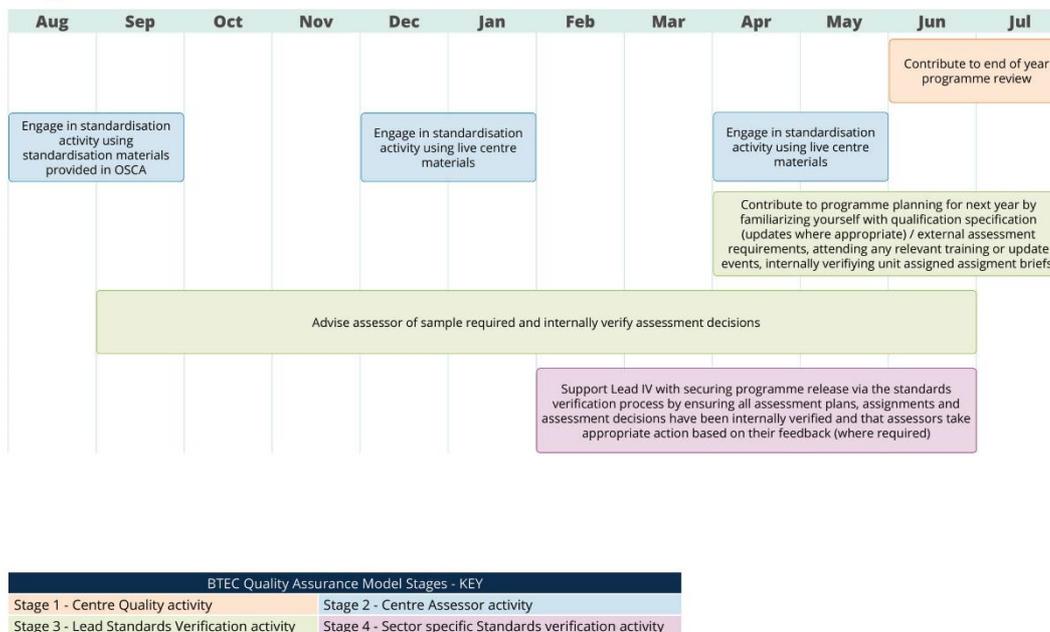


quals.pearson.com/deliveringBTEC

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PEUKA1124

BTEC Internal Verifier activity timeline



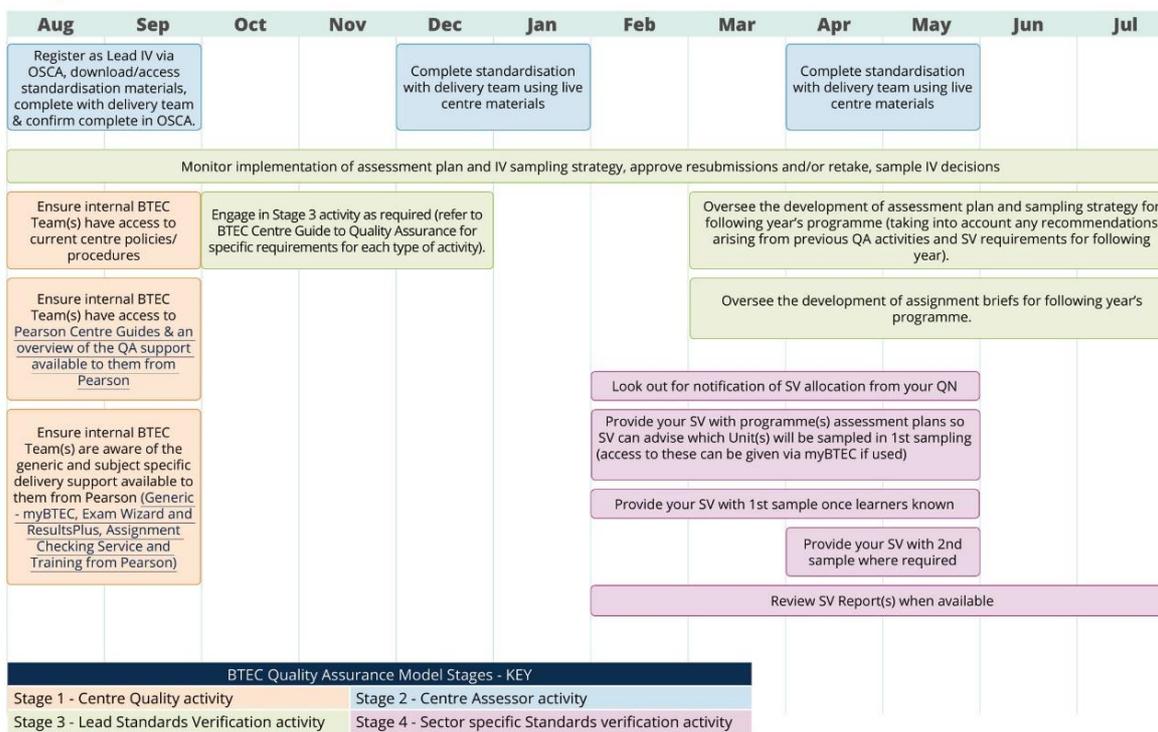
quals.pearson.com/deliveringBTEC

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BTEC Lead Internal Verifier activity timeline

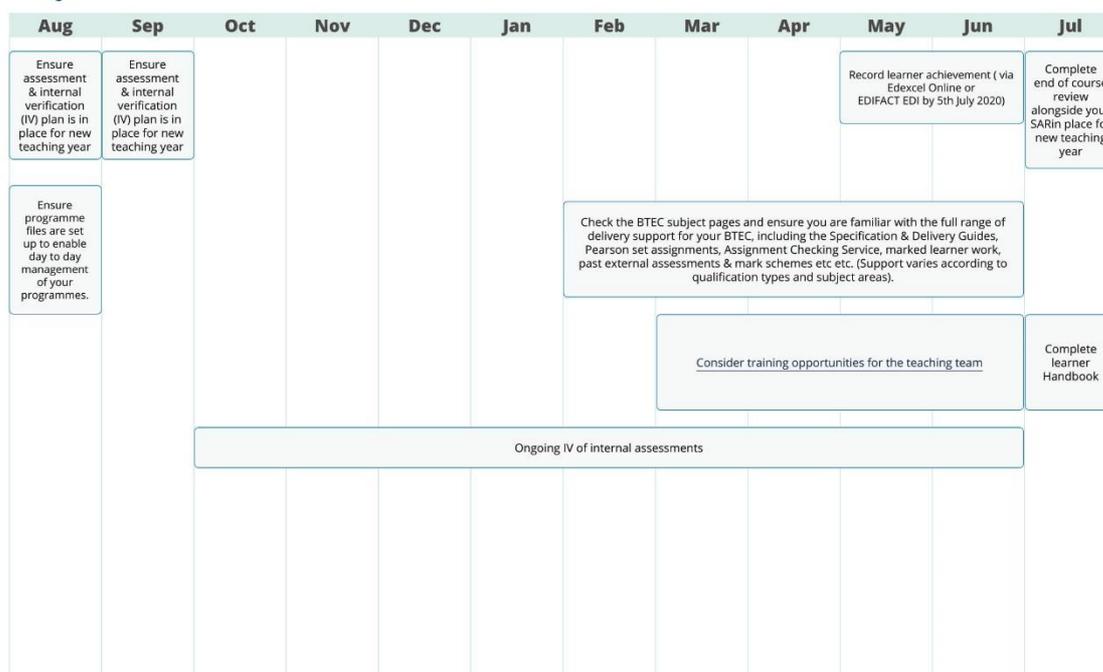


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PEUK/AT124

BTEC Programme Leader activity timeline



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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 take into account 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 booking (rooms@sheffcol.ac.uk).</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. https://www.sheffcol.ac.uk/campuses</p>	2-4 weeks prior to the visit	
7.	<p>Set up an outlook meeting. Invite relevant delivery staff / assessors / IQAs / Quality team member (quality@sheffcol.ac.uk) 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.	<p>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.) <i>(NB – CPD logs should include vocational CPD).</i></p>	2-4 weeks prior to the visit	

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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	

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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 • Recognition of Prior Learning (RPL) • 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	

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