Waltham Forest College

Assessment and Internal Quality Procedure

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Procedure	01/09/2022	1	31/08/2024	Assistant Principal	30/08/2022
Additions to include AI & ethics	01/07/2025	1	01/07/2025	HESB & SLT	7/7/2025

1. **Waltham Forest College Vision and Mission**

    Waltham Forest College is one of London's most successful FE colleges delivering hundreds of courses from pre-entry to level 5 including apprenticeships, with a yearly intake of 4500+ students from 31 London boroughs and counties across the UK. The College has been creating futures for 80+ years and continues to provide London with a workforce that closes the skills gap across various industrial and professional sectors.

    Vision: Inspiring learners to create their future.

    Mission: To deliver outstanding technical and professional learning, which raises aspirations, develops skills and creates futures

2. **Assessment & Internal Quality Assurance Policy**

    This policy is to support the continuous improvement of assessment by putting the achievement of learners at the centre of the assessment process and to provide guidelines for staff and learners about their responsibilities within the process. The college aims to ensure best practice is embedded and maintained in assessment and through internal quality assurance (IQA).

    The college will make every effort to ensure through its IQA systems/procedures that learners are able to achieve their qualification aims to the maximum of their ability and potential, supported by high quality assessment processes, and effective, timely feedback to them.

3. **Assessment Processes**

3.1 Learner Assessment Entitlement

All Learners are entitled to receive assessment that is fair, rigorous, regular and appropriate for the courses and programmes being followed. It must also be ensured that assessment, verification, standardisation and moderation procedures are in accordance with awarding body requirements.

Learners are entitled to assessment that will be used in planning, learning and in monitoring learner's progress. It will be sensitive to the needs of individual learners, and reflect the context in which learning takes place, as well as where achievement is recorded and accredited. Feedback of progress by learners, against agreed criteria for assessment, is the cornerstone of this entitlement, and this must be clear, timely (within 3 weeks of submission) transparent, developmental and consider, accordingly of English and math skills as relevant.

This entitlement is regardless of ethnicity, gender identity, gender status, age, learning difficulty or disability, sexual orientation, religion/belief or socio-economic status. It further entitles learners to registration and entry through the college admissions for their qualification aims, providing they have met their learning agreement conditions.

3.2   Assessment Principles

- Assessments are designed to enable learners to demonstrate achievement of the standards required by the units and elements of their programme.

- Support, where appropriate, can be offered to learners to enable them to meet the required standard by providing equality of access to assessment, and through additional tutorial or learning support where individuals require this in order to progress with their programme of study.

- Special access arrangements for assessment may be made in accordance with the awarding body, where appropriate, and where prior agreement has been made with the IQA as appropriate.

- Clear guidelines are provided for assessors and learners, both in the operation of formative assessment (on-programme), summative assessment during/at the end of the programmes, and in the feedback of assessments to learners, in order to enable them to plan and regulate the effectiveness of their own learning.

As such, Waltham Forest College operates an assessment policy which:

- Aims to provide fair, timely and informed feedback and assessment for all learners.
- Complies with the examination and assessment regulations of accredited awarding bodies.
- Includes a written procedure for appeals against unfair assessment and/or refers to the awarding body/partners appeals procedure
- Provides reference to an inclusion of the Joint Council for Qualifications Suspected Malpractice/Maladministration in Examinations and Assessments procedures.
- Entitles eligible learners to access initial and diagnostic assessment and appropriate follow-up learning support.
- Assesses the support needs of all learners at entry and feeds back into on-programme tutorial support.
- Seeks to identify and to offer support to any learners with special learning support needs or learning difficulties.
- Actively promotes the college's Equality, Diversion and Inclusion Policy.

3.3 Assessment Guidelines

3.3.1 The College's responsibilities in the assessment process:

- To provide all learners with an outline of their programme assessment requirements together with a clear explanation of the assessment requirements of their awarding body.

- To provide all learners with a copy of the assessment schedule as appropriate.

- To ensure all summative assessments/assignments will be accompanied by a briefing sheet, which clearly states the criteria for successful completion of the assessment, marking and feedback arrangements.

- Where appropriate, to ensure all processes of formal/summative assessment related to external awarding bodies' requirements, will be supervised by the College's curriculum departments, which will maintain records of registrations and individual achievements of learners.

- To provide a variety of opportunities to practice meeting the final assessment standards during the formative period of assessment.

- To ensure assessors and IQAs have the experience and vocational qualifications to meet the awarding body requirements. Assessors in training will have their decisions countersigned by an approved assessor.

- To ensure sufficient assessments will be sampled through IQA and EQA process, to meet awarding body requirements.

- To provide clear and effective feedback from all assessments within 3 weeks to learners (including Access to HE provision). This will be provided on a feedback sheet including marks/grades, written feedback and action planning, and developmental feedback for improvement, as allowed by the awarding body.

- To ensure IQA of standards takes place regularly, and in a timely manner, using learners' assessed work/portfolios, to meet the requirements of awarding bodies. The college aims to ensure appropriate standardisation of assessment and consistency by all staff involved within the assessment process. Standardisation meetings are scheduled in the Waltham Forest College Academic calendar.

- To provide equipment and resources to support assessment, which will be maintained at a level to meet current awarding body requirements.

- To provide reasonable opportunities to be re-assessed (as allowed by the awarding body), or to appeal against an assessment decision as appropriate.

- Where applicable provide tutorials and/or regular reviews of the learners' individual progress which incorporate constructive feedback from all relevant staff involved in assessing a learners' progress against their individual learning plan (ILP). All lecturers (responsible to the HoD) will provide an overview of each learner's overall progress against targets for assessment and will be responsible for reporting progress or improvement issues to the learner, and parents/employers if appropriate.

- To provide regular and constructive reporting of both actual formative assessment and predicted summative assessment outcomes to parents and employers, as appropriate.

- To ensure all college staff involved within a process of assessment will be provided with sufficient information and training and have recent industrial experience as appropriate to meet an awarding body's requirements (online platform under development, namely iTrent).

- To ensure all appropriate staff involved in assessment and IQA practices fully implement the college's policy and guidelines regarding assessment.

3.3.2 The learner's responsibilities in the assessment process:

- To attend all classes and tutorials punctually, and to produce work for formative assessment or for submission to an awarding body, as required by the assessor. This should be produced to a timescale stipulated within the assessment programme. This is available in the course handbook via Microsoft Teams (alongside the SoW for the course).

- To provide coursework and/or portfolio evidence for inspection by the Assessor/ Course Tutor/Head of Department (HoD)/ Director of Curriculum (DoC), and IQA/EQA on request, and within the schedule of assessable work above.

- To provide coursework and/or portfolio evidence that is self-certified as their own work clearly evidencing sources of research by including a bibliography.

- To undertake placement/residential placements as required by course guidelines.

- To attend examinations, assessments (including IQA and EQA visits) and submit work as required for assessment.

- To inform the assessor following the 'special consideration' procedure and awarding body guidance.

- If the learner is found to have misled or attempted to gain unfair advantage including through the use of plagiarism, assessors have the authority to deem the learner to have failed part or all of the assessment and to determine whether or not the learner will be permitted to be reassessed. Cases of plagiarism or malpractice must be sent by the teacher/assessor to the course tutor/HoD, Head of Quality (HoQ) and DoC.

- Course teams, HoD and DoC along with exams are responsible for ensuring learners are registered with the awarding body and/or their examination entry by completing the 'Registration Request' form and ensuring the exams department register the learners correctly. Learners will need the HoD signature for entries.

- When sitting examinations, learners should be outside the examination room 15 minutes before the exam is due to start.

- To declare any learning difficulty that may require exceptional support in an exam or assessment situation at the outset of the programme of study or 15 working days prior to the assessment, so that support may be put in place.

3.3.3 Recognition of Prior Learning (RPL)

WFC recognises that learners may consider themselves to hold prior knowledge toward a qualification that they are considering studying. These instances are outlined as following:

1. an applicant or existing learner who wishes to gain credit towards a college award on the basis that they have prior certified or experiential (normally work-based) learning relevant to the programme concerned;

 or

2. a learner wishes to transfer programmes internally and believes that credits already studied at the college are relevant to the new programme.

Applicants should normally apply for any RPL credit as part of the admissions process. However, credit may be awarded retrospectively at the discretion of the relevant HoD in agreement with the awarding body. Where an application for assessment of recognition of prior learning is received after the applicant has registered for a programme, the college reserves the right not to consider that application.

4. Plagiarism & Malpractice

Plagiarism within formative or summative assessment is recognised as extremely serious and action by the college will be taken. In order to prevent incidents of plagiarism by learners of published or non-published work produced by others, there will be a requirement for learners to make an appropriate acknowledgement or reference to their sources within the essay or assignment, and to sign a declaration that the work is their own. This applies to text or internet sources.

WFC encourages learners and teaching staff to use a free software named 'Turnitin'. Turnitin helps students and staff ensure the integrity of their work through its advanced Originality and AI Writing Detection technologies that are highly reliable and proficient in distinguishing between AI- and human-written text, and is specialised for student writing. Turnitin matches the text within an assignment by comparing a learner's submission against AI produced material, archive of internet documents, internet data, a repository of previously submitted papers, and subscription repository of periodicals, journals, and publications. Where plagiarism is found, **Examinations and Assessments Malpractice and Maladministration Procedure** will be followed.

The Joint Council for Qualifications (JCQ) **guidance on the use of AI in qualifications** for teachers and assessors clarifies rules on student AI use. The guidance also provides additional resources and clarity about the role of teachers, centres and senior leaders in monitoring AI use and ensuring authenticity of student work.

JCQ has developed a series of useful materials to ensure that students, teachers and senior leaders are provided with clear rules and guidance on the use of AI tools in assessments. The updated materials can be accessed here.

For malpractice identified in learner or teaching practice, the College will additionally follow the guidelines set out in the Joint Council for Qualifications Suspected Malpractice in Examinations and Assessments policies and procedures: **http://www.jcq.org.uk/exams-office/malpractice.**

Teachers are expected to develop their understanding of Artificial Intelligence (AI) and its ethical and unethical uses as part of their responsibility in ensuring authentic assessment practices. Teachers can refer to the **Generative artificial intelligence (AI) in education** policy paper Generative artificial intelligence (AI) in education - GOV.UK (www.gov.uk) for further information.

The **AI Use in Assessments: Protecting the Integrity of Qualifications** guidance for teachers and assessors document released by JCQ provides information the following:
- Use and risks of AI in assessments
- Centre training and CPD strategies on AI
- Types of misuse linked to AI
- Ways of acknowledging use of AI,
- Methods for identifying and preventing AI misuse
- Reporting unethical use of AI to awarding organisations following established procedures for reporting and investigating suspected malpractice.

https://www.jcq.org.uk/wp-content/uploads/2025/04/AI-Use-in-Assessments_Apr25_FINAL.pdf

The College also seeks to follow the guidance from the Department of Education on general adoption and use of generative AI in teaching, learning and assessment.

https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education

5. **Examinations, Assessments Malpractice and Maladministration Procedure**
   The Examinations and Assessments Appeals Procedure can be found on Staff Hub and Learner Hub. It is the responsibility of the college to make all learners aware of the appeals procedure.

   - Assessment of learners is a continuous process on all programmes with constructive feedback given throughout the assessment period.

   - It is an awarding body requirement as a condition of approval that a learner may challenge assessment outcomes. All concerns must be made firstly to the college and only if this process is unsatisfactory, then to the awarding body. At the stage that assessment feedback is given, a dated record of the outcome should be made signed by both assessor and learner.

   - For **Higher Education** the college has an academic appeals procedure which outlines the conditions. An **Academic Appeal** is a procedure which allows a student, in certain circumstances, to ask for a review of a decision relating to their academic progress or award or the outcome of an Extenuating Circumstances claim. Both documents are available on the Student and Staff Hubs. It's important that a student considers their situation carefully and understand how the decision was arrived at before completing the academic appeal form. To decide whether to make an appeal, students are encouraged to read the information about the appeal process and to talk the matter through with an appropriate person, for example; an your Personal/Course Tutor, Academic Manager or Director of Curriculum. Whatever your

circumstances it is important to contact your tutor, don't miss a submission deadline without speaking to them first. If you fail a unit, you will have the opportunity to re-submit, but this will be capped at a pass.

- If you fail the re-assessment again you may be in a position of compensation or having to repeat the unit. Decision outcomes are granted by the assessment board and are at the discretion of the academic board. If you accept a unit as compensation this will appear on your final Student Notification of Performance as unclassified. If you are wishing to progress to higher Level 6 study your progression opportunities could be affected, as UK University offers are normally based on students completing and passing all units on their course programme.

- Compensation can only be granted once the grade decisions have been processed and approved by the Assessment Board. The student must have been given the opportunity of resubmission in the first instance and processed accordingly at the next board. If the student has failed the unit at that stage they can repeat the unit or take a compensation. If a student accepts compensation this should be evidenced in writing and confirmation kept in student records and updated on the Assessment Board minutes.

- In the case of Higher National Certificates and Higher National Diplomas the college follows and updates this assessment and verification policy by Pearson. Pearson produces its own handbook for students, see: HN-faq about-feedback-and-assessment.pdf on the Learner Hub

- The calculation of the overall qualification grade for the HNC/D is based on your performance in all units at the level of certification. You are awarded a 10 Pass, Merit or Distinction qualification grade using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND, based on unit achievement. The overall qualification grade is calculated in the same way for the HNC and for the HND.

    Points per credit

    Pass: 4

    Merit: 6

    Distinction: 8

    Point boundaries Grade Point boundaries

    Pass 420−599

    Merit 600−839

    Distinction 840 +

6. Roles and Responsibilities for the Assessor, IQA and EQA

6.1 Assessor/Teacher Role
- Ensure that only the correct and most up to date specifications, including unit criteria are used to set and mark assignments.
- Complete assignment briefs and submit these prior to assessment activities for the IQA and EQA.

- Inform the learner/apprentice at the start of their course/programme of the assessment schedule planned in order to meet the qualification requirements. This is detailed in the Course Handbook.
- Actively involve learner/apprentices throughout the assessment process ensuring they are aware of assessment criteria, methods, standards, grading systems and assessment plan (as appropriate to the qualification), including for Apprenticeships - End Point Assessment criteria and requirements.
- Advise management of any learner/apprentices with recognised prior learning that could be carried forward into their relevant qualification.
- Assess/mark homework/assignment briefs and provide learner/apprentices with detailed feedback including where relevant/allowed developmental targets for improvement. Feedback should be given within 2 weeks of submission.
- Provide the learner/apprentices with opportunities to produce and collect relevant evidence required within the workplace/work placement.
- Use feedback systems effectively e.g. e-portfolios (Ecordia) to complete reviews and maintain off-the-job training records and manage knowledge, skills and behaviour activities and assignments (Apprenticeships).
- Attend assessor/standardisation team meetings and participate in CPD
- Make timely arrangements for learner/apprentices with Additional Learning Support needs.
- Inform the learner/apprentices of consequences regarding plagiarism and non-submission including disqualification from the assessment process. This is detailed in the Course Handbook.
- Assess all marked work for the identification of plagiarism, and formally notifying HoD & HoQ of any evidence of plagiarism found in learner/apprentices work.
- Update the college learner/apprentice tracking system to ensure course tutors and college management can accurately report of the unit completion/progress of every cohort.
- Undertake regular tracking and record progress reports via Pro-Monitor/target completion as part of the ILP process. Course tutors to complete formal reviews with agreed and realistic target setting and action planning as part of the College's tutorial processes. Apprenticeship provision use Ecordia software to record progress, including progress reviews (as above).
- Provide written comments in any reports to parents/employers (Apprenticeships via Ecordia).
- Actioning feedback given by the IQA within the timescales stipulated.
- Ensuring portfolios and learner/apprentice files are in a suitable order for IQA visits.
- Ensure all learner/apprentice work is kept securely in a known location (ensuring HoD, IQA's, Lead IQA's and HoD are aware of where they are stored). All learner/apprentices work must be kept until the final portfolio of work has been EQA'd. Once this has been completed learner/apprentice portfolio work (excluding formal controlled and internally assessed assessments) can be issued back to the learner/apprentice.

6.2   IQA Role

- Ensure assessors, teachers delivering vocational programmes, are aware of the college/awarding body templates/documents in regard to IQA.
- Support Lead IQAs in ensuring assessors/teachers marking assignments are using up-to-date awarding body criteria via identification of any errors through IQA processes.
- Ensure all assignment briefs are IQA'd prior to distribution.
- Complete an IQA sampling schedule for assessment which is completed in a timely manner and that this is shared with the assessors/teachers and the Quality team.
- Contribute to the Course IQA folder detailing all records of IQA assessment/ action planning/review and make this available to the EQA if requested. Also ensure that all key documents are copied and passed to the HoD for course files, where relevant.
- Support in the identification of training and development needs for assessors/ teachers through IQA activity, and advice management/HoD/DoC for inclusion in the departments CPD plan.
- Support the Lead IQA in reviewing IQA & assessment activity in team meetings and by taking part in standardisation activities as outlined on the WFC Academic Calender.
- Disseminate results from the IQA'ing of assessors to the Lead IV.
- Attend termly IQA meetings and standardisation/moderation activities to attribute to the sharing of good practice. Completing any paperwork/reports as necessary.
- Communicate with the EQA, as requested by the Lead IQA, or HoD regarding the specific requirements of their EQA visit and help coordinate preparation activities for the visit.
- Help ensure disputes and appeals are dealt with in full accordance with the College's and the AOs Assessment Appeals Procedure
- Make available to programme team, copies of EQA report and actioned in a timely manner and before the next EQA visit.
- Sample and monitor the work of assessors according to the appropriate awarding body's guidance. Sample learner/apprentice records to ensure they are complete, legible and accurate.
- Ensure (along with assessors, Lead IQAs, HoD) the security and confidentiality of assessment documentation is maintained.
- Maintain a frequency and level of sampling to ensure that between the EQA visits, s/he will have verified the work of all assessors in accordance with the appropriate awarding body's guidelines.
- Work towards/gain appropriate accreditation or equivalent.
- Liaise with Human Resources and ensure all CV's for assessors/teachers are centrally collated and available for the EQA, if requested.
- Learner/apprentice work must be kept securely for a minimum of 3 years. This should include a representative sample from all learner/apprentices and may include photocopies, photograph and/or video tape the work.

6.3 Lead IQA Role

- Ensure all policies and procedures are in place and followed.
- Support (where applicable and reasonable) the Lead IQA and IQA team to design a sampling plan based on the agreed sampling strategy for each qualification.

- Ensure all assessors/teachers and IQA's have the appropriate qualifications and experience specified by the relevant awarding/regulatory body.
- Support the implementation of training for assessors/teachers/ IQA's, as relevant.
- Ensure that the assessment decisions of unqualified assessors/teachers and IQA's are checked, authenticated and countersigned by an appropriately qualified IQA.
- Support completion of IQA issues via team and standardisation meetings with staff.
- Ensure that there is an IQA plan completed by individual assessors/teachers for the programmes in their subject area. These should be fit for purpose and meet awarding body requirements.
- The Lead IQA will manage and emphasise the importance of proper coordination of IQA through a single point of contact, and not be the only member of staff internally verifying work or assignment briefs.
- Liaise with the EQA to ensure that appropriate sampling takes place, when sampling is required.
- Ensure that assessment plans, records of assessment and samples of learner/apprentice work are retained for the EQA as necessary. Plan to set aside examples of work verified to different levels and grades.
- Ensure that any action points raised in the previous EQA visit are closed off – this should be completed along with the HoD.
- Complete an annual Lead IQA report that identifies and confirm accuracy of grading across the course and addresses any areas for improvement and/or shares good practice.
- Support the team in preparation for EQA visit using the EQA Checklist.
- Ensure their IQA sampling plans are informed by any conflict or perceived conflict of interest that an assessor/teacher makes them aware of.
- Ensure any conflict or perceived conflict of interest that may appear to influence the objective exercise of their role is notified to the HoD/DoC.

Information for Edexcel BTEC/Higher National Courses and Lead IQAs only:

The Lead IQA must register for the highest level of qualification delivered via EDEXCEL ONLINE. The Lead IQA must register and access standardisation materials if applicable and work through these with the programme team. As part of this process, the Lead IQA must share the key documentation below with all assessors and internal verifiers in order to ensure that all staff fully

adhere to the quality assurance expectations set for BTEC/HN courses.

BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment

https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/btec-higher-nationals-centre-guide-to-quality-assurance-and-assessment.pdf

BTEC Centre Guide to Internal Verification
https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Centre-Guide-to-Internal-Verification.pdf

BTEC Centre Guide to Quality Assurance
https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Centre-Guide-to-Quality-Assurance.pdf

Internal verification documentation, along with other BTEC/HND assessment documentation must be stored securely for a minimum of three years after the date of certification, either physically or electronically. Learner work must be retained for a minimum of 12 weeks after the date of certification (the date of certification is the date that certificates are received by your centre.)

BTEC/HN Documentation to Retain for a minimum of three years after the date of certification:

- Assessment plans
- Assignment briefs
- Assessment records (learner feedback)
- Learner authentication records
- Internal verification records
- Assessment tracking of learner achievement

6.3   EQA Role

- Ensure, by liaising with the Lead IQA/HoD, that the strategy meets awarding body requirements and includes a sufficient sample of learner/apprentices, all assignments and every assessor/teacher.
- Ensure all policies and procedures are evident, coherent and followed.

- Advise (where applicable and reasonable) the Lead IQA and IQA team to design a sampling plan based on the agreed sampling strategy for each qualification.
- Ascertain that all assessors/teachers and IQA's have the appropriate qualifications and experience specified by the relevant awarding/regulatory body.
- Advise, recommend and/or implement training for assessors/teachers/ IQA's, as relevant.
- Ensure that the assessment decisions of unqualified assessors/teachers and IQA's are checked, authenticated and countersigned by an appropriately qualified IQA.
- Observe evidence that IQA issues are discussed at team and standardisation meetings with staff.
- Access and cascade to the team useful practice standardisation materials (available annually for use with programme teams from awarding bodies).

7. Role of MIS and Exams

Provide liaison with and support from the Exams Manager and Exams Team.

- Provide effective management information-based tracking of learner registration, claims and certification as well as the monitoring of performance and publishing reports for curriculum departments.

- Oversee the effective and timely capture of learner achievement.

- Ensure HoDs are provided with up-to-date achievement tracking of candidates for the courses for which they are responsible.

- Provide access to learner retention and achievement data including publishing reports for curriculum departments.

- Support the recording of learner destinations and publish reports for curriculum departments.

- Provide ongoing opportunities for data cleansing with relevant academic and support areas to ensure the accuracy of the ILR and subsequent registrations.

EQA Checklist (assist staff in preparing for EQA visits)

Order	Item & Evidence Needed	Additional information	Completed Y/N
1.	Initial contact & correspondence about an EV visit will come from Quality, as EV visits are arranged centrally. The EV will request in their initial correspondence the items identified in point 2.	All EV visits should be set up and established by the Quality Department in conjunction with the relevant HOD. The Head of Quality detailed as the main / key contact. This is so Quality have an overview of all awarding body visits and can ensure that all EV Visits take place in a timely manner. The Head of Quality will notify you or your manager of the visit date and basic expectations.	Y/N
2.	The initial documentation the EV will need to select a sample is detailed below: • Learners registration numbers • The assessment planner • The up to date course tracking sheet • The IV sampling plan • Records or updates of staff delivering, assessing & IV/IQA'ing on the course	External verifiers will need the following to ensure that the College internal system are working well: 1. Confirmation of learner registration including awarding body learner registration number for each current learner 2. The assessment planner so they can see which units will be completed by the time of their sampling 3. The up to date course tracking sheet so they can see what units have been completed and learner grades. 4. The IV sampling plan, so that they can select learner samples that will have been IV'd – this allows them to check internal IQA processes. It should also allow them to select a sample from each assessor. 5. Staff updates – this can be through a centre update form in the case of City & Guilds, or by sending through CV's and qualifications. Please note not all awarding bodies may request to see changes to staff CV's / staff qualifications and staff signatures.	Y/N
3.	Initial documentation is sent to the EV	The initial documentation should be sent to Quality directly to pass on to the EV or at a minimum be cc'd in to see that all the documentation has been sent. For City & Guilds qualifications, documentation MUST be sent to Quality so it can be uploaded on the City & Guilds quality portal.	Y/N
4.	The EV selects the sample detailing the learners & units they have selected, as well as sending an outline plan for the visit (if the External Verification is to take place at the College or remotely). This will be sent to you by the Head of Quality NB: Sometimes an EV won't select a sample if they want to see all learner files		Y/N
5.	Logistics: Lead IV, HoD will be responsible for: 1. Booking rooms for the visit (in conjunction with quality) 2. Any hospitality required (tea, coffee) 3. Setting the agenda for the day including meetings with learners and staff as relevant AND sending a copy to Quality. A member of the Quality Team will try to attend all EV visits		Y/N

6.	Documentation that should be available at the EV visit or if the Visit is remote sent to EV: Samples for the learners & units selected including: • IV records of assignment briefs • IV records of assessed work • IV action plans to assessors – these should be updated as actions identified are addressed • IV standardisation records • Minutes of course / IV meetings • Staff CPD records / experience • Staff signature list • An update of the previous EV action plan report with all previous actions completed or progress to date made available	Y/N
7.	During the visit: • The EV will arrive and should follow the agenda set. • There should be an initial welcome meeting to review the agenda / schedule for the day andidentify a specific time for feedback to the centre	Y/N
8.	After the visit: 1. The EV will send the EV report to Quality who will review the report and complete the initialstages of an EV action plan that picks up on any actions (developmental or recommended) that need to be addressed. 2. The EV action plan and report will then be sent to the Head of Department as well as being made availableon SharePoint under the relevant programme area. 3. The area will be required to update the action plan with additional actions, and details of staff that need to complete the actions as well as key deadlines. This should be updated onthe quality SharePoint file so that duplicate action plans aren't created. 4. Each year a review of the actions plans will be completed with the Head of Department & Head of Quality	Y/N