



Chief Verifier Report

Supporting Teaching and Learning in Schools (QCF)

2010 – 2011

All geographic areas

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REPORT FOR PUBLICATION

This report has been designed around the structure of the new External Verifier Report Form. Please identify under each section a summary of the key issues which have arisen during the year within each of these categories.

1. The qualifications and standards

- **Structure and content**

1. Good practice has been demonstrated by a number of centres in the following ways:
 - a) In-depth training programmes being provided for candidates with a full range of materials;
 - b) Well-designed handbooks to cover the induction process;
 - c) Course completion target dates together with assessment planning during the induction process;
 - d) Development of assignments to meet the requirements of the mandatory units
 - e) Early use of observation and individualised education plans
 - f) Professional discussions used either for candidates who find writing written statements difficult, or used to plug gaps when candidates have almost completed. A mixture of handwritten and taped accounts
 - g) Mentor support for both the candidates and the assessors
 - h) Good practice being shared by centres in the same geographical area
 - i) Support given to trainee assessors by their qualified mentors who are responsible for their development while working towards A1;
2. No centres have asked for advisory visits. However, a Level 1 sanction was levied against one centre. This was a result of a limited range of assessment methods which needed to be expanded.

<p>Assessment Team:</p>	<p>Findings:</p> <p>All EV's are currently qualified to V2 standards. From evaluation of the EV reports it is clear that all the EV's are giving their allocated centres the help and encouragement they need. During the year three new EV's have joined the team.</p> <p>All the reports are clear and give full information relating to the centre and its assessment and verification team. One only action has been raised relating to the range of assessment methods. Recommendations are also clear and relevant.</p>
<p>Resources:</p> <p>Disagree – RO 0 R1 0 R2 0 R3 0</p>	<p>Findings:</p> <p>Centres are generally well resourced both in terms of assessors and internal verifiers. There are a total of 133 assessors, 130 who are qualified and 3 working towards A1. There are also a total of 85 internal verifiers, 83 who are qualified, with 2 working towards V1.</p> <p>Feedback from assessors to candidates is clearly recorded. All candidates are employed or volunteers in the schools in which they are trained/assessed. Resources are freely available as required to ensure progression. There is increased evidence of candidates using the Internet to research information and also for learning activities. This has been clearly referenced to demonstrate that this is their own work.</p> <p>Candidates are receiving on average one to two hours per week training over the course of the qualification run either by qualified assessors or internal verifiers.</p> <p>Risk assessments and health and safety inspections are carried out regularly. Ongoing monitoring of health and safety is carried out. Annual Health and Safety checks are carried out, especially with regards to electrical equipment and candidates are encouraged to conduct their own risk analysis of their workplace. An increased number of self assessments/reviews are being carried out and the feedback is extremely positive. Where centres are either Local Authorities or Colleges, then the policies and procedures relating to Health and Safety are those which cover the whole establishment and not just the NVQ section.</p>
<p>Candidate Support:</p> <p>Disagree –</p>	<p>Findings:</p> <p>The majority of candidate inductions are detailed</p>

<p>CS0 – 0 CS1 – 0 CS2 – 1 CS3 – 0</p>	<p>programmes which last for at least one to two days. Candidates are provided with extensive handbooks, usually during induction which detail the course structure, assessment procedures, appeals procedure etc. Completion targets are agreed during induction and assessment planning is rigorous. The use of expert witness statements has proved advantageous especially to those candidates who work in Special Schools. Unit certification has been available to all candidates, and a large number of centres certificate when candidates have completed approximately half of the units required towards a full claim.</p> <p>Candidates interviewed appear to be fully aware of their rights both in terms of understanding the programme and also their right to appeal against decisions they do not agree with. Initial assessments are used either at the induction stage or very soon after to determine the most appropriate optional units.</p>
<p>Assessment and Verification:</p> <p>Disagree – AO – 0 A1 – 0 A2 – 0 A3 – 0 A4 – 0 A5 – 0 A6 – 0</p>	<p>Findings:</p> <p>Assessment and internal verification is working well with the majority of centres having well developed assessment and internal verification policies and procedures in place. There is evidence of regular sampling taking place at the start, mid point and on completion, with evidence of feedback to assessors and candidates as required. Reviews are carried out either termly or twice a year to look at the overall assessment and verification practice.</p> <p>The majority of internal verifiers plan their assessment strategy once the candidates have been registered; some before they have chosen the optional units, others as soon as.</p> <p>Centres continue to use colour coding to denote the progress of their candidates, with an increased number of centres using spreadsheets to track progress. There is wide coverage of assessment methods and assessment locations. The monitoring of trainee assessors and internal verifiers works well with designated countersignatories from the outset. The agreed timescales for achievement of A1 and V1 are realistic and give the candidate sufficient time to gather the required evidence. Interviews with the trainees confirm that they are receiving sufficient support. Observation of assessors and interviews with candidates continues to be a regular activity with some centres observing their assessors twice per year (assessing a candidate by a variety of methods, eg observation and product evidence). Standardisation meetings are being used not only to standardise individual units, but also to standardise the completion of assessor documentation. Continuing professional</p>

	development can be tracked, with assessors and verifiers keeping records of courses attended and training undertaken.
<p>Management Systems and Records: Prior to new version of electronic report:</p> <p>Disagree - IV0 – 0 IV1 – 0 IV2 – 0 IV3 – 0 IV4 – 0 IV5 – 0 IV6 – 0 IV7 – 0 IV8 – 0 IV9 – 0 IV10 - 0</p>	<p>Findings:</p> <p>In general, the assessment and verification team are very clear on the centre's aim and policies. Centre personnel roles are documented and clearly defined in the Centre's policies which in the main, are adhered to along with the assessment guidelines.</p> <p>Emphasis continues to be placed on basic skills, with many candidates being given the opportunity to update their literacy and numeracy skills. Interviews with internal verifiers suggest that they are aware of their role, particularly in their monitoring of assessor practice. Reports suggest that all team members are given access to external verification reports and are also given the opportunity to discuss the findings of the visit at the next team meeting. Documentation forwarded to external verifiers prior to their visits contain sufficient information to allow the EV's to devise a sampling strategy and agree this with the centre in advance and once in the centre EV's are able to follow an audit trail.</p>

Assessment Summary:	<p>Findings:</p> <p>All EV reports have been scrutinised, and where comments are unclear, the EV in question has been e-mailed and clarification requested. EV's are supportive to their allocated centres answering queries when they occur. Queries that could not be answered have been passed to the Chief Verifier, the Qualifications Manager or both for clarification. Actions points, reduced to one Level 1 sanction this year, has demonstrated that the centres are clear about the requirements of the qualification. This may be due to a large number of assessors and internal verifiers having attended the training programmes provided. Recommendations are clear and designed to help the centres to move forward and improve. There have been a number of instances of good practice recorded particularly in the quality and variety of assessment methods used. Very few queries have arisen relating to interpretation of the standards, the main query has been about sufficiency of evidence for the mandatory units.</p>
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2. Sector Developments

The current standards have continued to be extremely popular. I have attended a number of Awarding Organisation Forum Meetings at the Training and Development Agency in Manchester relating to the QCF version and have found the time spent in the development of the qualifications extremely valuable. I have also, delivered three training events in London, Birmingham and Manchester. All events were extremely well attended with feedback being very positive. Centres seemed more than satisfied with the information given in the training packs, the opportunity to have their questions and queries answered have made a successful start to the QCF qualifications.