

F/EAL/3039 - Visit to Morris Services Limited

Summary at 20/12/2011 23:05:27

Form type?

Centre engagement

Who has control?

EAL

Linked to quals?

Level 2 Certificate For Domestic Electrical Installers

SECTION: Engagement purpose

Summarise the purpose and scope of the engagement.

Type of engagement

Visit - SELECTED

Remote

Second EAL representative (if appropriate)

No answer provided.

Date of the engagement

13/12/2011

Name of centre liaison

J.Morris

If appropriate units covered during the engagement

No answer provided.

Engagement reason - Governance and QA and/or Exam Delivery

Standardisation check

Possible Malpractice Investigation

Complaint / Appeal

Review actions

Monitoring of assessment and/or delivery

Learner experiences

Observe exam delivery

Review associated/satellite site(s)

Verify claims (portfolios etc) - SELECTED

Bill enquiry/issues

Engagement reason - Qualification Delivery & Learner Experience

New Centre

High Turnover

Grant Direct Claims status

Centre request

Newly started at centre

New staff involved

New qualifications launched by EAL

Not recently delivered

Review Work In Progress portfolios

Engagement reason - Support and Advice (centre driven)

Pre-approval enquiry (accredited provision)

New partner/site related

CSC

ENAS

Engagement reason - Support and Advice

Improve quality assurance/standardisation

Back to Basics

Assessor/IV training

Briefing on a new service/range of provision - SELECTED

Drop-in

Raise profile of a new service/qualification

Possible new centre/re-activate centre

Centre event

SECTION: Centre update

Summarise main developments at the centre.

What's new/changed?

Utilising 17th Edition Amendment 1 CPD Training course.

What recent external audits, engagements, awards have you had that may help focus this engagement?

No answer provided.

Possible new opportunities/areas of interest at the centre where further support may be required

Initial and Periodic Inspection and test, New L3 for Part p

If engagement was cancelled/postponed details of why?

No answer provided.

SECTION: Engagement summary & main outcomes/recommendations

Summarises the outcomes of the engagement.

Level of compliance in relation to the areas covered in the engagement:

Green (fully compliant)

Amber (some key areas of non-compliance)

Red (significant areas of non-compliance)

**Engagement summary and main outcomes**

The meeting was hosted by J.Morris with L.Holmes and A.Wilson attending. There was a discussion on Building Services qualifications and an opportunity to view resources in the workshops. There were excellent visual aids and learner resources in the classrooms. Electronic schemes of work and lesson plans were available, a mix of proprietary branded and centre devised, produced to a high standard. The Centre has good QA arrangements with records available, with closure mechanism of issues raised. There was good feedback in the learners portfolio, marked accurately with indication of QA. There were records of meetings but this needs to be formalised.

Risks identified during the engagement

No answer provided.

Areas of considerable strength/good practice

Learner resources and robust QA procedures

Recommendations for the centre

There is a need to formalise the minutes of meetings and conduct a recorded standardisation event

Sections of the report that contain actions

No actions assigned - SELECTED

Governance - actions assigned

Exams - actions assigned

Qualification delivery - actions assigned

Learner Experience - actions assigned

If appropriate, sanctions that will be imposed

Withhold certificates for a qualification

Withhold certificates for a qualification sector

Withhold certificates for a qualification type

Withhold certificates for all qualifications

Put a stop on registrations for a qualification

Put a stop on registrations for a qualification sector

Put a stop on registrations for a qualification type

Put a stop on registrations for all qualifications

If appropriate sanctions that will be recommended

Remove approval for a qualification sector

Remove all qualification approvals

Rationale for the sanctions (if appropriate)

No answer provided.

SECTION: Centre feedback

Please provide your views on the engagement outcomes.

Views on the approach to the engagement final report (eg do you accept it is an accurate reflection of the findings)

We agreed the EV engagement report is a true and accurate reflection of our centre's performance.

Views on the work and approach of the EV during the engagement

Very satisfied - SELECTED

Satisfied

Not satisfied

Views on the monitoring form and nature of the questions and feedback to the centre

Very satisfied - SELECTED

Satisfied

Not satisfied

If appropriate, what views do you have on whether the assessment arrangements for the qualification(s) covered by this engagement were fit for purpose and/or enable your centre to deliver the qualification efficiently and effectively?

Qualifications delivered and assessed by our centre are 'fit for purpose'.

What views do you have on the qualification(s) covered by this engagement that you wish to feedback to EAL (eg the relevance of the qualification to sector needs, aspects of the content or assessment arrangements which in your view disadvantaged certain learners; progression opportunities, or the appropriateness of the qualification specification)?

Please advise us of the registration date and procedures for the new Level 3 Domestic Installer's Qualification.

Any other comments/feedback the centre wishes to make about the engagement and/or EAL

Bill Lockyer is extremely helpful professional verifier who is a credit to your awarding body.

SECTION: Governance and quality assurance

Focuses on the centre's core systems, partnership arrangements, developments and overarching QA arrangements and policies.

Does the centre have robust internal arrangements?

Yes - all in place - SELECTED

No - no single named point of accountability in place

No - centre coordination ineffective

No - poor track record in complying with actions

No - existing/new partnerships not documented

No - key policies inadequate (eg Equality and Diversity, Health and Safety, Complaints and Appeals)

No - poor security of key documents

No - unpaid bills



Does the centre have appropriate staff (with expertise and competence) and resources in place to deliver the qualification(s) in accordance with the relevant qualification and/or regulatory requirements?

Yes - staff and controls in place - SELECTED

No - delivery team records are out of date

No - poor arrangements in place in relation to staff monitoring, support and/or training/staff development

No - unqualified/ inexperienced /peripatetic staff

No - staff not on the centre's profile

No - inappropriate equipment and/or other resources being used

No - frequent changes to staff affect performance

No - staff have wrong remit

No - occupational competence is in question

No - in sufficient managerial and other resources in place to enable it to effectively and efficiently undertake the delivery of the qualifications

No - insufficient competent and qualified delivery and/or quality assurance staff to meet the demand for assessment and verification activity

Does the centre have appropriate learner registration, tracking and certification request arrangements and are they maintained for a minimum of 3 years?

Yes - SELECTED

No - inadequate registration arrangements in place to ensure learners are clearly and uniquely identified (eg ULN or SCN not in place/ supported)

No - learner records and details of achievements are not accurate, kept up to date, securely stored and available for external verification and auditing

No - inadequate consideration of RPL, APL, proxy, exemptions and equivalences

No - registrations are often late, inaccurate and/or incomplete (eg not all learners being assessed are registered)

No - records are not maintained for a minimum of 3 years

No - incorrect, incomplete and/or unauthenticated certification claims made

No - registration and certification information does not correspond with SAP

Does the centre have appropriate arrangements in place for dealing with special consideration and reasonable adjustment requests (including appropriate records)?

Yes - SELECTED

No - inappropriate arrangements and records in place to identify and record special considerations and reasonable adjustments

No - use of assessment in foreign language not agreed with EAL



No - translators credentials not supplied to EAL



Does the centre have appropriate arrangements in place to prevent and, if they occur, investigate allegations of malpractice and maladministration?

Yes - appropriate arrangements in place - SELECTED



No - insufficient internal controls in place (eg no internal review procedures, no documented processes, etc)



No - no documented malpractice/malpractice arrangements in place



No - possible/actual instance of maladministration/malpractice identified during the engagement



Does the centre have appropriate QA arrangements in place?

Yes - SELECTED



No - learner delivery/QA team ratios inappropriately balanced



No - there has been a major non-compliance identified during this visit which could be deemed an adverse effect by the regulators



No - inadequate QA team records



No - insufficient rigour applied



No - insufficient coverage for the range of qualifications being offered



No - no recognition of high-risk qualifications/units



Does the centre have appropriate standardisation arrangements in place?

Yes - effective standardisation arrangements are in place



No - centre has no standardisation plans in place - SELECTED



No - standardisation has not taken place in the last 12 months



No - standardisation has not occurred across all active delivery sites, staff or assessment methods



Is the centre aware and adhering to EAL Policies and procedures?

Yes - all staff are aware and adhere to EAL policies and procedures - SELECTED



No - staff are not aware of EAL policies and procedures



No - staff do not adhere to EAL policies and procedures



No - staff are using out of date policies and procedures



Has the centre provided learners with access to complaints and appeals procedures and policies?

Yes - fully compliant - SELECTED

No - insufficient evidence that learners are aware of the policies and procedures

No - insufficient evidence that learners are aware of complaints policy and procedures



Notes

There is evidence of meetings however this needs to be formalised.

Details of any actions the centre must address

No actions added.

Potential Risk

Green

Amber - SELECTED

Red



Rationale for the risk judgement

There is a risk that good practice within the team is not being monitored or standardised which could affect the learner experience.

SECTION: Exam delivery

Focuses on how the centre delivers exams and whether this is being carried out in accordance within EAL's "Procedures for conducting the exam component with EAL qualifications."

List the exam staff you interviewed

No answer provided.

Name the learners you interviewed

No answer provided.

Did the exam venue(s) comply with EAL's exam procedures?

Yes - fully compliant - SELECTED

No - related materials are not displayed on the wall

No - clock is not visible to learners in the room

No - a notice board is not available in the room (eg white and/or black boards that are used to list the start and end times, etc)

No - insufficient workstations are available for onscreen exams (with at least one spare computer and printer - if printers are required)

No - onscreen exam arrangements do not comply with relevant Health and Safety requirements



No - technical help is not on standby for onscreen exams to deal with software/hardware issues preventing exam completion (a sole supervisor is not permitted to provide technical help)

No - staff are not aware of EAL exam procedures

No - staff are not working to the current version of exam procedures

No - the centre does not have appropriate arrangements in place to protect the confidentiality of the exam materials

No - centre does not have robust internal policies and procedures in relation to protecting the security of the hardware and software that is used to deliver onscreen exams

No - centre is not capable of supporting EAL exam software

No - each workstation is not the required distance of 1.25m apart (from the outer edge of one screen to the next - unless they are positioned back-to-back and separated by privacy screens - the principle objective is to ensure that a learner's work cannot be overseen by another learner)

No - exams are not conducted and marked by the centre in accordance with EAL's procedures

Are the centre's pre-exam arrangements compliant with EAL's exam procedures?

Yes - fully compliant - SELECTED

No - learners are not informed of the exam arrangements

No - instructions (eg pen colour, time, etc) and noted errors are not explained to learners

No - the identity/authenticity of the learners who take the exam are not checked

No - exam materials are not securely stored

No - the centre does not have appropriate arrangements in place to protect the confidentiality of the exam materials

No - learners are allowed to take in unauthorised materials (eg mobiles and cameras) (in some instances calculators/dictionaries may be permitted)

No - exam materials are not opened in front of the learners/onscreen exams are not made securely available to learners

Are the centre's exam delivery arrangements compliant with EAL's exam procedures?

Yes - fully compliant (including centre marked assessments where used)

No - staff do not notify when there is only 15 and 5 minutes remaining

No - staff do not clearly instruct learners to stop and enforce the "time expiry"

No - staff do not ensure that learners have completed all relevant details on the relevant cover sheet(s)/screen(s)

No - some procedures not being followed for centre based assessments

No - staff answer questions in relation to questions aimed at learners

No - staff do not take a register of attendance

No - staff do not supervise the exam and are not vigilant and do not create and maintain an accurate and appropriate attendance register and supervision report for every exam (and return these with paper based exams or make available for possible future EAL scrutiny in relation to onscreen exams - note records should be kept for three years)

No - staff do not accompany learners who have to leave the room and sufficient staff are not in place to supervise the remaining learners

No - staff do not ensure exam materials are not removed from the room, and that exam materials are not collected/appropriately closed-down before learners leave the room

No - staff do not ensure that answer materials are matched to learners and are stored securely prior to dispatch to EAL

No - centre not following procedures for centre marked assessments

All exam materials are returned in accordance with EAL's procedures? (Checked against EAL's Exam Conduct Report)

Yes

No - papers are not returned in accordance with EAL procedures

Notes

Records of invigilation were available and complete with an independant invigilator that is part of the Centre staff. A.Morris needs to be added to the staff list.

Provide any details of findings which may indicate suspected Malpractice / Maladministration, (e.g. compliance to EAL exams procedures including loss or theft or confidentiality of assessment materials)

No answer provided.

Details of any actions the centre must address

No actions added.

Potential Risk

Green - SELECTED

Amber

Red

Rationale for the risk judgement

There is no risk to the centre as records were complete and available with invigilation systems and procedures

SECTION: Qualification delivery

Focuses on how the centre delivers EAL qualifications, the assessment methods used, application of quality assurance procedures and the appropriateness of the centre's staff and resources (including sites used to deliver the qualification).

Delivery staff sampled/interviewed

A WILSON
J MORRIS

QA staff sampled/interviewed

L HOLMES

What is the centre's approach to quality assurance and what are the recent findings/issues?

All QA records were available using EAL model forms with feedback to delivery team.

Was the centre's approach to quality assuring assessment arrangements appropriate?

Yes - SELECTED

No - the internal quality assurance arrangements were not documented and/or clearly understood by staff in order to be consistent with national requirements and ensure the quality and consistency of assessment.

No - assessment decisions and practices are not regularly sampled and/or findings are not acted upon to ensure consistency and fairness.

No - staff do not have sufficient time, resources and authority to perform their roles and responsibilities effectively.

No - roles, responsibilities, authorities and accountabilities of the assessment and verification team across all assessment sites are not clearly defined, allocated and/or understood.

No - Assessment and/or internal quality assurance is not conducted by relevant qualified, experienced and/or occupationally expert staff.

No - assessment decisions of unqualified assessors are not checked, authenticated and countersigned by a qualified assessor or quality assurance staff member

No - decisions of unqualified quality assurance staff are not checked, authenticated and countersigned by an internal verifier who is appropriately qualified, experienced and/or competent.

No - there was a conflict of interest amongst the assessor(s) and/or quality assurance staff sampled



Notes

All forms were detailed complete with a mechanism for closure of any issues raised.

Was the staff performance and knowledge adequate?

No answer provided.

List the associate sites visited (if appropriate)

No answer provided.

Assessment methods sampled

- Observing learners perform naturally in the workplace
- Asking learners questions
- Professional discussion
- Setting tests/examinations
- Setting projects and tasks
- Observe learners' performance in simulated conditions
- Using evidence from other people (including peers and witnesses)
- Assessing the learner's report of their work
- Taking account of past experiences and achievements

Delivery/training arrangements (if appropriate)

- Lesson plan - SELECTED
- Clear presentation techniques
- Q & A session - SELECTED
- Practical demonstration
- Group participation
- Appropriate training materials - SELECTED
- Appropriate visual aids used - SELECTED
- Summarise session
- Appropriate tasks/exercises used - SELECTED
- Appropriate learner support

Were appropriate assessment arrangements and evidence in place?

- Yes - SELECTED
- No - inappropriate stimulus materials were used by the centre (eg materials which facilitate learners' demonstration of their knowledge, skills and understanding)
- No - evidence generated by learners in assessments is not always attributable to the learner concerned (either directly or via their contribution to group work)
- No - assessments were not completed in accordance with the normal specified conditions associated with the qualification(s)
- No - the criteria against which learners' performance is to be differentiated was not understood by assessors and/or accurately and consistently applied.
- No - changes to the marking/assessment of evidence needed to be made



No - the recorded assessment results did not reflect the level of attainment demonstrated by the learner(s)

No - the centre did not take into account all admissible evidence generated by the learner(s) when marking an assessment/awarding the unit

No - the centre did not comply with rules specified in relation to the quantity or type of evidence generated by learners that will be accepted and/or expected

No - the centre did not comply with rules specified in relation to how the final mark for the qualification will be calculated.

Were Particular Assessment Requirements applied in assessment as per EAL guidance?

Yes - approval was sought where necessary and adequate records maintained - SELECTED

No - learners were not provided with opportunities to claim reasonable adjustments and/or special considerations

No - inadequate records of requests maintained

No - EAL approval was not sought prior to assessment

Notes

There is a mechanism to ensure that any individual assessment requirements are identified and acted upon if required with respect to extra time and assessment strategy.

Was assessments carried out in another language other than English and if so was approval sought from EAL beforehand and is the level of demand consistent with those delivered in English?

No

Details of any actions the centre must address

No actions added.

Potential Risk

Green - SELECTED

Amber

Red

Rationale for the risk judgement

There are no risks to the Centre as systems and procedures are in place and no compliance issues at present

SECTION: Learner experience

Focuses on the learner's experiences whilst undertaking the qualification(s)

Learners you interviewed/sampled

A.Madine M.Hawkins

Has the learner(s) met their relevant delivery staff?

Yes - SELECTED

No



Did the learner(s) know about the relevant QA staff and arrangements?

Yes

No



Did the learner(s) have access to the appropriate materials to undertake the course/qualification/unit?

Yes - SELECTED

No - learner(s) received some materials

No - learner(s) received too many materials

No - learner(s) had not received appropriate materials



Has the learner(s) received feedback from their associated delivery staff?

Yes - SELECTED

No - learner(s) did not receive sufficient feedback

No - quality of feedback is poor or non-existent



Did the learner(s) feel they had enough time to complete the qualification/course/units?

Yes

No - learner(s) felt they had insufficient time

No - inadequate learner plan in place



Did the learner(s) understand the process and qualification?

Yes

No - learner(s) did not receive sufficient information

No - induction /exit process inadequate

No - learner(s) not considered in the delivery



Did the learner(s) have any views on EAL (eg in relation to the qualification, the course, the centre and materials, etc)

No answer provided.

Notes

The portfolios sampled were complete with assessor feedback and QA cross-referenced as part of the sample plan (sampled by cohort)

Details of any actions the centre must address

No actions added.

Potential Risk

Green - SELECTED

Amber

Red

**Rationale for the risk judgement**

There is no risk to the Centre as evidence of learner feedback shows they were more than happy with the delivery.

SECTION: Advice and support

Captures details of the advice, support and guidance given to the centre.

(Additional) Topics/details covered in this engagement

Smarter touch and discussion on all BSE electrotechnical related qualifications
No documents added.

Notes

No documents added.

End of form