Quality Assurance 2018

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Contents

<u>The Basics of Online Training</u>

Online training is simple to set up and is a convenient way to access our training from your centre or your home.

You don't need any special equipment. You will need:

- A PC/Laptop computer
- Internet Connection

You will hear the trainer speaking so will need access to a computer with built in speakers or headphones. You will not require a microphone.

Please check your equipment is working correctly before the training event. The simplest way to check your audio is to visit a website such as www.youtube.com

Make sure you close other programmes running on your PC before starting the training especially those that use the internet, as they may affect your sessions and reduce the performance of your computer.

Using good quality equipment can make a real difference to the sound quality and your overall experience of the training. Use the best quality equipment you have to hand . if you have a choice of computers, speakers or headphones, always select the most up to date model(s).

Getting the most out of the event

Make sure you have the online training learner pack to hand as this will be referred to during the training units.

Each training session is broken down into a series of units so you will be able to work through the training content in manageable bite sized sessions.

Please work through the training units in order, using your training pack to refer to during the online training. Please ensure you have completed all units before submitting your final assessment.

If you have any questions for the trainer please make a note of them after each unit so you can refer back to them and ask them by email or in Moodle.

You will be joining Moodle with other trainees from around the country . take the opportunity to network with them.

After the Training

There are a series of activities to be submitted to Open Awards, through Moodle. You will be sent feedback on the activities and an e-certificate for completing the training.

We hope the training will meet your expectations. You will also have the opportunity to provide us with feedback on the training. Your feedback is important to us in monitoring and reviewing our training offer.

Documentation Contents List

For: Tutors/Assessors and Internal Verifiers

	Document	Our Doc Ref	Document Type	Usage	Format
General					
1.	Centre Handbook		Guide	Handbook produced to help centre staff understand Open Awards systems, processes and requirements.	pdf
2.	Level Descriptors		Guide	Describes a summary of the level descriptors (Entry to Level 8) in terms of Knowledge and Understanding, Application and Action, Autonomy and Accountability.	pdf
3.	Credit and Qualification Framework Assessment Definitions	-	Guide	Provides clarifications to centres in common Unit Assessment definitions/methods/activities and how they are typically assessed and evidences at each level. Assists the Tutor/Assessor in ensuring learner evidence is at the appropriate level and sufficient. Provides clarification on how evidence at Entry Level to Level 3 inclusive can be evidenced and assessed using the popular assessment methods. Aids assessment, internal and external verification activity.	pdf

				Assessment		
4.	Assignment Briefing/Feedback Sheet	ABF	Form	Used by Tutor/Assessor to outline assessment criteria covered by Assignment, capture assessment decision feedback and where assessment criteria have been met by the learner, when achieved. *(Centres may use a similar existing in house document if it meets similar content to the Open Awards suggested document)*	word
5.	Assessment Mapping Sheet	AMS	Form	Completed by Tutor/Assessor prior to learning/assessment commencing . outlines how the assessment criteria will be fully met through the assessment activities and what methods of assessment will be used to evidence . checked by IQA pre-delivery *(Centres may use a similar existing in house document if it meets similar content to the Open Awards suggested document)*	word
6.	Learner Evidence Tracking Sheet	ETS	Form	Suggested document for completion by learner and presented with evidence for formal assessment to clearly show where evidence requirements have been met. Assists the tracking of their own progress, and aids assessment, IQA and EQA. *(Centres may use a similar existing in house document if it meets similar content to the Open Awards suggested document)*	word
7.	Learner Evidence Authenticity Statement Form	EAS	Form	Suggested document for completion by learner and presented with evidence for formal assessment to clearly authenticate the evidence to be their own work. Aids assessment, IQA and EQA. *(Centres may use a similar existing in house document if it meets similar content to the Open Awards suggested document)*	word

8.	Assessment Observation Record Form	AOR	Form	Used to record learner assessment by means of Observation. Forms part of learner's collective summative evidence - completed forms must be included with learner evidence for assessment, internal and external verification purposes. *(Centres may use a similar existing in house document if it meets similar content to the Open Awards suggested document)*	word
9.	Assessment Q&A Record Form	QAR	Form	Used to record learner assessment by means of Question & Answer. Forms part of learner's collective summative evidence - completed forms must be included with learner evidence for assessment, internal and external verification purposes. *(Centres may use a similar existing in house document if it meets similar content to the Open Awards suggested document)*	word
10.	Witness Testimony Statement Form	WT	Form	Used to clearly list/describe the evidence presented by the Learner and how it meets the evidence requirements/learning outcomes and assessment criteria of the Unit that the Witness is attesting to. *(Centres may use a similar existing in house document if it meets similar content to the Open Awards suggested document)*	word
11.	Individual Progress Record	IPR	Form	Recommended document completed by Tutor/Assessor to track individual learner progress against the assessment criteria via the assessment activities and evidence determined previously in the *Assessment Mapping Sheet* *(Centres may use a similar existing in house document if it meets similar content to the Open Awards suggested document)*	word

12.	Group Progress Record	GPR	Form	Recommended document completed by Tutor/Assessor to track at learner group level how learners are progressing in completing and achieving all assessment criteria for the unit. *(Centres may use a similar existing in house document if it meets similar content to the Open Awards suggested document)*	word
	Internal Verification				
13.	Pre-Course Verification	PCV	Form	Used by IQA (pre-Tutor delivery/assessment) to evidence they have checked that the assessment strategy is fair and appropriate prior to its use. Documents the assessment planning and design carried out by Tutors/Assessors (clearly documented in the 'Assessment Mapping Sheet') *before* course/unit commences running.	word
14.	Verification of Achievement . Record	VAR	Form	Completed by IQA during sampling to document internal verification activity (on programme **and** summative), which learners were sampled and IQA feedback. Tracks and outlines learners who have been verified . one form should be completed per Tutor/Assessor delivering . completed forms to be retained for LQR visit. Complements Verification of Achievement . Action Plan.	word
15.	Verification of Achievement . Action Plan	VAAP	Form	Completed by IQA as a result of sampling undertaken to outline actions for the Tutor/Assessor to address as a result of the IQA checks . to be reviewed with the relevant Tutor/Assessor by the IQA as per the agreed review date - completed forms to be retained for LQR visit.	word

16.	*(Authorised Internal Verifier Document)* Authorised Internal Verifier Report	AIVR	Form	-	word
17.	Centre Standardisation Form		Form	Used to document Standardisation activity events in centres . completed forms to be retained for LQR visit.	word

Form: PCV

Pre-Course Verification

Internal Verifiers should explore issues of assessment planning and design with each tutor/assessor before the course starts.

Course Title and Code:			
Senior Manager:			
Internal Verifier: **Date:**		Date:	
Tutor/Assessor:		Unit:	
Issues to Explore:	**Evidence/Location**	**Comments**	**IV (Initials)**
1. Is there a coherent set of planned assessment activities?			
2. Are assessments valid and appropriate to the level?			
3. Do the types of assessment used ensure authenticity?			
4. Do the assignment briefs clearly show the assessment criteria to be met?			
5. Are recording systems in place for monitoring individual and group progress?			
6. Are there systems in place for providing focussed and constructive feedback?			
IV Sign:	**Date:**	**T/A Sign:**	**Date:**

Action Plan Review:

IV Comments:	Signature:	Date:

T/A Comments:	Signature:	Date:

Form: VAR

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Verification of Achievement Record

Course Title:

Tutor/Assessor:	**Internal Verifier:**

Learner name	Unit sampled	Level	Verify that Open Awards guidelines are met for:			IV feedback to tutor. Use this space for constructive and focussed feedback, referring to an action plan as appropriate	IV initials
			Assessment activities? (Y or N)	Feedback to learner? (Y or N)	Achievement decisions? (Y or N)		

Internal Verifier's Signature:	**Date:**

Form: VAAP

Verification of Achievement – Action Plan

Course Title:					
Tutor/Assessor:		**Internal Verifier:**			
Learner name:		**Unit sampled:**			**Level:**

	IV Comments	Actions required	By whom	By when	Review date
Assessment Activities					
Feedback to learner					
Achievement decisions					

IV Sign:		Date:		T/A Sign:		Date:	

Action Plan Review:

IV Comments:	Sign:	Date:
T/A Comments:	**Sign:**	**Date:**

Centre Standardisation

Qualification:	
Centre Name:	
Attendees:	

Max 5 units per standardisation meeting.

Unit Titles & Level:					
Unit Codes:					

Issues for the Centre to Address in Relation to:

Assessment practice:
Please indicate the types of assessment used by ticking the relevant boxes.

Case studies	☐	Essay	☐	Group Discussion	☐
Oral Q & A	☐	Performance/ Exhibition	☐	Practical Demonstration	☐
Practice File	☐	Production of Artefact	☐	Project	☐
Reflective Log	☐	Report	☐	Role Play/Simulation	☐
Written Description	☐	Written Q & A	☐	Other:	

Is the Tutor/Assessor feedback:

Based on the evidence produced	☐	Constructive	☐
Developmental	☐	Signed	☐
Dated	☐		

Is there evidence of assessment tracking?	☐
If no, please state why not:	

Do you agree with all assessment decisions? ☐

If no, please state why not:

IQA practice checklist:

Are the following documents in use?   Is there evidence of:

PCV   ☐   Feedback to the assessor   ☐

VAR   ☐   Action points reviewed and   ☐
                           closed off?

VAAP ☐

Centre Action Plan:

Please detail any actions (including training) that need to be taken by the centre in the light of this standardisation meeting:

Good Practice / Other Issues:

Please highlight any examples of good practice or other issues:

Issues to be taken forward to National Standardisation in Relation to:

Content, level and credit value for Units:

Qualification Guides and centre handbook:

Signed:	
Print Name:	
Date:	

Open Awards Qualification Unit

This unit forms part of a regulated qualification. Click **here** to view qualifications.

1 Unit Details

Unit Title:	Applying to Be a Volunteer
Unit Reference Number:	A/615/6258
Level:	Entry 3
Credit Value:	2
Minimum GLH:	20

2 Learning Outcomes and Criteria

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know what voluntary organisations are	1.1 Outline what a voluntary organisation is
	1.2 Identify three voluntary organisations
	1.3 State the main aim of the organisations
2. Understand the role of a volunteer in an organisation	2.1 State three roles of volunteers in a specific organisation
3. Know how to identify current voluntary positions available	3.1 Identify three voluntary organisations operating in the local community
	3.2 Identify a way of finding out about any current volunteering opportunities
4. Know how to identify the steps/processes necessary to become a volunteer	4.1 Identify three personal actions necessary to become a volunteer
	4.2 Contribute to an action plan to obtain a specific volunteer role
5. Understand how to apply for a voluntary position	5.1 Identify a way of applying for a voluntary position
	5.2 Contribute to a letter of application for a specific voluntary position or a speculative letter to a voluntary organisation