



Centre Activity Report

External Quality Assurance Remote Sampling/Moderation

Section 1 Contact details

1.1 Transaction number	8000368965
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1.2 Centre Name	Adult Training Network
1.3 Centre number	003525

1.4 Centre contact	
Title	Mr.
First name	Sarjeet
Surname	Gill
Telephone number*	+442085749588
Email address*	s.gill@adult-training.org.uk

Consultant Name	Jabeen Ashiq
Type of activity	External QA Remote Sampling Visit
Date of activity (dd.mm.yyyy)	18.07.2022
Start Time (24 hrs clock)	10:00
Finish Time (24 hrs clock)	19:30

Location of activity	Remote
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Section 2 Summary of activity & centre staff met

2.1 General comments regarding the day including good practice. For a support visit outline advice, guidance & training provided	<p>This was a really good remote EQA Monitoring Visit. The Centre have a robust QA system in place and this was evident throughout the day.</p> <p>ATN aims to unlock potential for employment and social prospects through education and training. The organisation was set up in July 1999 to address the educational disadvantage suffered by certain marginalised sections of the community.</p> <p>The Centre were organised and sent all records in an orderly manner including a USB stick with the SLC audio recordings which covered all the Criterion/Standards required for the 4692 ESOL Qualifications.</p> <p>Candidate Interviews took place over the phone who provided some excellent feedback on the Centre/Staff teaching and assessing on the ESOL Programme.</p> <p>Two Observation of Assessment Activities took place in the SLC via a Zoom Meeting; this was commendable. All 3 staff members (Interlocutor, Assessor and IQA) demonstrated their excellent communication skills and experience during the whole process. Feedback was encouraging and positive by the Assessor who identified weak areas for improvement for both Candidates; the IQAs feedback further enhanced this with some tips for development i.e to provide learners with website details, youtube links in areas for improvement etc. (Please see the table below for further information).</p> <p>The team work well together to meet the needs of their learners; the EQA is very happy to have quality assured the Centre's work today. It has been a pleasure to see how the Centre have improved their assessment and IQA practices; a commendable and collective team effort has been seen throughout the day. The Centre are a hard-working Centre and have a good professional working relationship across the satellite sites and staff members.</p> <p>EQA recommends DCS to continue and would like to thank Jojy V in particular for the planning and organisation of the whole process in providing all necessary information for the Telephone Interviews, Observation of Assessment Practice in the SLC via Zoom and sending ALL evidence requested by the EQA via Tracked Secure Royal Mail Delivery.</p> <p>Thank you.</p>
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2.2 Centre staff met	
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Staff Name	Role	Met
Jojy Varghese	QA Manager/IQA	<input checked="" type="radio"/> Yes <input type="radio"/> No
Francesca Lui	Interlocutor	<input checked="" type="radio"/> Yes <input type="radio"/> No
Kansaa Muhsen	Assessor	<input checked="" type="radio"/> Yes <input type="radio"/> No

Has the previous action plan been met by the centre?	N/A
Comments	<p>There were a few Action Points and Improvement Points set at the previous Activity 8000301301, which took place on the 04.05.2021. EQA is happy to say that ALL Action and Improvement Points have been met at today's remote monitoring visit.</p> <p>The EQA has therefore, updated the previous EQA (CAR3 Report Activity 8000301301); the Centre can print this out and retain a copy of the Report for their own records.</p> <p>I: To ensure CPD Logs include impact of learning and how this will help staff in their working roles; add another column. This has now been met.</p> <p>I: Ensure the robustness of initial assessment/diagnostic procedures are followed and maintained for accuracy of candidates' abilities during the registration process. This has now been met.</p> <p>A: Standardisation Activities are too generic and do NOT show discussion of questions amongst staff from papers; agreed/disagreed, areas of improvement, how and where to improve; any particular burning questions clarified on papers. This needs development. Papers checked and marked are not collectively concluded. OQAR (7.1 & 7.2) This has now been met.</p> <p>A: IQA to ensure assessors develop their S/L/C examples of performance writing skills. These should include demonstration of outcomes opposed to quotes only. Check C&G website for examples of observation reports. OQAR (7.1 & 7.2) This has now been met.</p> <p>A: Ensure IQA feedback is detailed and include suggestions and improvements in the various components in English; these need development and must be broken down in: Reading, Writing and S/L/C. OQAR (7.1 and 7.2) This has now been met.</p> <p>A: Ensure consistency in the accuracy of marking assignments across ALL staff by standardising all components of English Assessments i.e reading, writing and S/L. OQAR (7.1 & 7.2) This has now been met.</p>

Section 3 Qualification related information

3.1 Qualifications sampled/advised

Qualification number	Qualification title	Number of active registered learners	Number of certificated learners from last 12 months	Prior qualification approval status	New qualification approval status
4692-02	ESOL Skills for Life (QCF) full-	89	68	Low (Full Approval)	Low (Full Approval)

3.2 Checklist

Please add comments to explain your response.

Quality Assurance Requirement	Finding	Comments
Is the Staff Matrix up-to-date?	<input checked="" type="radio"/> Yes <input type="radio"/> No	The Centre have ensured to update C&Gs at all times when new staff have been employed OR left the service.
Are all current staff approved, and hold the relevant recognised qualifications?	<input checked="" type="radio"/> Yes <input type="radio"/> No	<p>Yes, the following CVs and CPD Logs were reviewed on the day (up to April 2022) which cover various topics in English TLA and IQA:</p> <p>Jojoy Varghese Punitharani Gunaseelan Ashish Mehra Francesca Segadelli Lu Kansaa Musen Braulia Da Costa (currently undertaking the AET L3) Sobia Faisal</p> <p>NO Certificates were seen on this occasion. EQA will monitor this at the next visit. However, Certificates and CVs were seen for the 2 new members of staff (FL & KM) during a previous activity 8000237824.</p> <p>All staff have demonstrated both experience and occupational competence in their job roles at ATN; however the Centre must ensure that each CPD record is individualised/personalised by staff and this must cover the full 4692 qualifications.</p>

Quality Assurance Requirement	Finding	Comments
Is the centre registered for and receiving the monthly mailings?	<input checked="" type="radio"/> Yes <input type="radio"/> No	Yes. The Lead IQA cascades information as required and is fully competent in navigating the C&G website for information.
Does centre access centre section of website - to obtain latest guidance and updates?	<input checked="" type="radio"/> Yes <input type="radio"/> No	Yes; this has been clearly evident on the day.
Does the centre work with any subcontractors, partners or third parties in the delivery and/or assessment of these qualifications? If so, please describe the nature of that relationship with details of how roles are documented and understood, and how arrangements are quality assured.	<input checked="" type="radio"/> Yes <input type="radio"/> No	Yes, direct funding is now available. However; the Centre are still working in partnership with Richmond upon Thames and Barking & Dagenham College/Hertfordshire County Council and Swindon Council. ATN is also working in partnership with Reed in Partnership, Action for Employment (A4e) and Ingeus by conducting a number of programmes to promote social inclusion, particularly through the provision of training and employment opportunities for people who are disadvantaged and less privileged in the labour market and community. ATN is also running a number of courses at various locations across London, in collaborative partnership with a number of Colleges and other partners.
Are learners development needs matched against the requirements of the qualification(s) and an agreed individual assessment plan established?	<input checked="" type="radio"/> Yes <input type="radio"/> No	Yes, this was also discussed with a learner during the telephone interview who confirmed that she undertook an IA when she joined ATN.
Do learners have regular opportunities to review their progress and goals?	<input checked="" type="radio"/> Yes <input type="radio"/> No	Yes, this was clear from the Telephone Interviews that took place with the Candidates. Please see the report for further details.
Do learners have regular opportunities to revise their assessment plan accordingly?	<input checked="" type="radio"/> Yes <input type="radio"/> No	Yes, as above.
Are particular assessment requirements of learners identified and met where possible?	<input checked="" type="radio"/> Yes <input type="radio"/> No	Yes as above; details are included in the Quality Manual 2021 which the EQA checked at the previous visit. EQA will monitor this at the next visit.
Were any assessments completed in Welsh? If so, please provide further details in section 2.1	<input type="radio"/> Yes <input checked="" type="radio"/> No	NO.

3.3 Sampling Pages

Learner name and Reg. number	Reg. and Cert date	Qual. and Unit(s) sampled	Assessor name	Type of assessment and Date of Assessment (dd.mm.yyyy)	Do you agree with the Assessor finding?	Internal Quality Assurer (IQA) name	Internal quality assurance activity and date	Do you agree with Internal Quality Assurer finding?	Hide All
KULJEET KAUR ESQ0441	02.11.2021 28.03.2022	4692-02	Muna Halen	Assignments 15.11.2021	Yes	Jojoy V	Final 18.11.2021	Yes	Hide
E1 Hobbies and Interests (SLC) The Candidate discussed her love of music; covering Bollywood and who her favourite singer is. Good and well written recording of examples of performance at the level being assessed. Audio recording was made available to the EQA on a USB stick. IQA awarded an extra mark for pronunciation and following main points and making contributions considering the level is an Entry 1; EQA agrees with IQA decisions; the Candidate has passed. Improvement Points have been discussed with the Assessor on taking a passive roles for Activity 2 as this is a preparation for presentation in higher levels.									
Amira Allah EPD0115	21.02.2022 28.03.2022	4692-02	Muna H	Assignments 09.03.2022	Yes	Jojoy V	Final 23.03.2022	Yes	Hide
E1 Hobbies and Interests (Writing) ALL papers should be checked and marked; this will make it easier to ensure a robust quality assurance system is maintained by the IQA. IQA feedback is commendable with developmental points; this is detailed. IQA has explained where he has awarded an extra mark for Activity 3 to cover the range as the Candidate has used adjectives and complex sentences. IQA written feedback has improved since the previous EQA visit; this is good. EQA agrees with IQA decisions; the Candidate has passed.									

Learner name and Reg. number	Reg. and Cert date	Qual. and Unit(s) sampled	Assessor name	Type of assessment and Date of Assessment (dd.mm.yyyy)	Do you agree with the Assessor finding?	Internal Quality Assurer (IQA) name	Internal quality assurance activity and date	Do you agree with Internal Quality Assurer finding?	Hide All
Terezia Hosiuc EHI0293	25.01.2022 05.04.2022	4692-02	Ashish Mehra	Assignments 09.03.2022	Yes	Jojoy V	Final 24.03.2022	Yes	Hide
<p>E2 Finding a Job (Reading) All papers should be checked and marked; this makes it easier to quality assure by all parties to see patterns/trends across staff when awarding marks on papers. EQA agrees with IQA decisions; the Candidate has passed.</p> <p>E2 Finding a Job (Wrting) - 09.03.2022 As above; all papers should be clearly marked by the Assessor. EQA agrees with IQA decisions; the Candidate has passed.</p> <p>IQA feedback is good and details explanations on where extra marks are being awarded/deducted. Patterns and trends need to be identifiable using a tracking system to ensure Assessors understanding on the interpretation of the standards being assessed. This will also make it a lot easier for the IQA to track and record IQA feedback and discuss developmental points for Standardisation/CPD.</p>									
Ajuwa Anison EHG7894	14.12.2021 14.02.2022	4692-02	Francesca L	Assignments 24.01.2022	Yes	Jojoy V	Final 10.02.2022	Yes	Hide
<p>E3 - Me and My Home (Reading) ALL papers should be checked and marked; this will make it easier to quality assure by all parties to see patterns/trends across staff when awarding marks on papers. EQA agrees with IQA decisions; the Candidate has passed.</p> <p>E3 - Me and My Home (Writing) - 25.01.2022 As above.</p> <p>IQA feedback is good and details explanations on where extra marks are being awarded/deducted. Patterns and trends need to be identifiable using a tracking system to ensure Assessors understanding on the interpretation of the standards being assessed. This will also make it a lot easier for the IQA to track and record IQA feedback and discuss developmental points for Standardisation/CPD.</p>									
Genovica Vlad-M EHG7845	29.09.2021	4692-02	Francesca Lui	Assignments 19.10.2021	Yes	Jojoy V	Final 28.10.2021	Yes	Hide
<p>E3 - Hobbies and Interests (SLC) Good, clear Instructions provided to the Candidate by the Interlocutor. The Centre provided the audio recordings; this was fully audible. ALL Activities were provided on a USB stick.</p> <p>Activity 2 & 3 Candidate has discussed her interests in Tapestry since she was 17 years old; she also loves Yoga. She discusses the benefits and impact this has on her well-being. Her future interests include learning to drive. The Candidate explained the process on how to sew using different techniques; she is proud of herself and helps her to relax and be creative and imaginative. She explained that this was a good hobby for her Mental Health and to avoid depression. She also explained the H&S aspects; always use a thimble to avoid any accidents with pins which could become infected. Disadvantages; eye care as you can strain your eyes, not to overwork yourself and having sufficient light to see. An interesting discussion.</p> <p>The group discussion was good; relevant questions were asked and the 3 peers discussed their interests confidently.</p> <p>Assessment records are well written and detailed in recording how the learner has met the Criterion; this could be further developed to record more than one quote as an example from the discussion at the level which is being assessed; however, the audio recording was fully audible and clear; sufficient use of vocabulary at E3.</p> <p>IQA feedback is good, detailed and encouraging; the Candidate has passed.</p>									
Gurleen Dhamija CWF7456	05.07.2021 12.01.2022	4692-02	Sobia F	Other (Please state details) 18.07.2022	N/A	Jojoy V		N/A	Hide
<p>Telephone Interview (learner completed the ESOL Programme last year and is now undertaking the FS) 'My teacher was Sobia Faisal. I am completing the FS in Level 1 now. I completed ESOL Level 2 in SLC. Now I am doing Functional Skills Level 1. Actually, I came to the UK three and a half years ago; I did not go to school in Afghanistan. I started studying here in UK for the first time and I think I am better now with my English. This has been a great opportunity for me and I am very grateful to the UK. In my childhood, I did not go to school in my whole life. Nobody is allowed to go outside in my country, I am from Jalalabad. I learnt through videos and I practiced a lot. I was in a hostel for 4-5 months where I learnt a lot at the beginning. In this country, English is a must. Sobia is a good teacher. She has helped me very much. When I made mistakes she always told me what my mistakes were. My ESOL discussion was about 'Finding a Job, Health and Safety and Social Media.' I could not complete the Reading and Writing in ESOL as there was some gaps so we shifted to the Maths Class and I completed the FS in Maths instead. I don't know why this was skipped (Reading and Writing) but I think it was because Sobia was not feeling well and did not come to ATN; I don't really remember fully to be honest. I am now doing the Reading and Writing in FS at Level 1, so I am happy. The timetable for my ESOL class in English was from 09:30 - 1pm once a week.'</p> <p>When asked if there was anything the Centre could improve or anything she was unhappy with, she said, 'Everything was good, Sobia supported us. I am now looking for work and I would like to teach but I do not have any experience in this. I was doing volunteering for 2-3 days a week (just for a week or two) but I had to stop it due to the timings; it was very difficult for me as I had to help my mother in law at home too. I was helping the students in the class with Sobia.'</p> <p>When asked about the Initial Assessment Process at ATN, the learner said, 'I remember when I first joined, I completed an hour paper to test my level for English when I joined to check what my level was. I was surprised that I was at Level 1- 2 and I was shocked thanks to God and thanks to my Teachers. I am very happy with those results.'</p> <p>The learner is very happy on the course and provided some very good feedback on the Centre.</p> <p>The Centre also provided ALL assessment records/papers for the Candidate; this was NOT sampled by the EQA due the telephone interview being conducted and the rest of the sample EQA'd on the day.</p>									
Anna Walendziak CWF7433	29.11.2021 24.01.2022	4692-02	Sobia F	Assignments 07.12.2021	Yes	Jojoy V	Final 20.12.2021	Yes	Hide

Learner name and Reg. number	Reg. and Cert date	Qual. and Unit(s) sampled	Assessor name	Type of assessment and Date of Assessment (dd.mm.yyyy)	Do you agree with the Assessor finding?	Internal Quality Assurer (IQA) name	Internal quality assurance activity and date	Do you agree with Internal Quality Assurer finding?	Hide All
<p>L1 - Social Media (Writing) All papers should be checked and marked; this makes it easier to quality assure by all parties to see patterns/trends across staff when awarding marks on papers. EQA agrees with IQA decisions; the Candidate has passed. A well detailed article on Social Media and its benefits.</p> <p>IQA feedback is good and details explanations on where extra marks are being awarded/deducted. Patterns and trends need to be identifiable using a tracking system to ensure Assessors understanding on the interpretation of the standards being assessed. This will also make it a lot easier for the IQA to track and record IQA feedback and discuss developmental points for Standardisation/CPD.</p>									
Monika Banto CTU9509	05.01.2019 15.09.2021	4692-02	Kansaa	Other (Please state details)	N/A	Jojoy V		N/A	Hide
<p>Telephone Interview (learner completed the ESOL and FS Programme last year) 'I finished my ESOL at the Centre a while back during Covid/Lockdown; it was really hard for me as I felt I was behind. It was very hard to understand and learn online. The FS was easier for me which I really enjoyed. Some of the classes were at the Centre. We did a lot of learning with the class as they were mostly from Syria so we started from the beginning. We learnt a lot of things. SLC was taken by me last year; but I can't remember what my discussions were about. Kansaa was really nice especially when I felt a bit lost in the lessons; she tried her best with us. We had homework sometimes.'</p> <p>When asked what improvements could be made by the Centre, the Candidate said, 'Probably if I am thinking back, they should give more homework; it was difficult for the teacher as most of the Class were from Syria who did not know much English at all.'</p> <p>When asked about the timetable, 'I was attending Monday to Thursday between 09:30 - 1pm.' 'I have now finished the FS and I had a new Teacher (Francesca Lui) - it has been a harder class for us. I am working as a Supervisor in a school for the Breakfast and Afternoon Club now.'</p> <p>The Candidate was satisfied on the course and provided good feedback on the Centre.</p> <p>The Centre also provided ALL assessment records/papers for the Candidate; this was NOT sampled by the EQA due the telephone interview being conducted and the rest of the sample EQA'd on the day.</p>									
ATIKAT MAMAEV/ CRM7914	01.11.2021 05.04.2022	4692-02	Marwa al Saieg	Assignments 08.11.2021	Yes	Jojoy V	Final 18.11.2021	Yes	Hide
<p>E2 - Hobbies and Interests (SLC) Good recording of examples of performance by the Assessor. These are detailed. Quotes are good to use; these show vocabulary that is being used at the correct level assessed during the discussions.</p> <p>Activity 2 & 3 Interlocutor was clear and provided relevant information; the recording was clear and audible. The Centre sent the recording on a USB stick. She discussed her hobby on Origami, making things out of paper; she gave examples of making things learnt from her father, like flowers. She does this during her free time and during celebrations. She also discussed her interests in Football and also asked the Interlocutor details on her hobbies and interests.</p> <p>Perhaps the Candidate could have been guided to research and plan/talk about how Origami helps children to understand the importance of cooperative learning. Develops math skills etc - This is an art form that helps children to develop their math skills. Transforming a flat piece of paper into a three-dimensional figure is a unique exercise that develops special reasoning in children. The EQA suggests that the learners be challenged further to research and look at things from an educational perspective when preparing for their discussions.</p> <p>Good encouraging and positive IQA feedback which is detailed and includes relevant information on the discussion taken place; this also includes details on the Interlocution Process. Commendable IQA Feedback which is provided in a timely fashion. All records are signed and dated accordingly. EQA agrees with IQA decisions, a mark was deducted for grammatical accuracy for Activity 2 and 1 extra mark was awarded for Activity 3; the Candidate has passed.</p>									
AGIM FANIS CRM7865	30.11.2021 16.12.2021	4692-02	Braulia D C	Assignments 09.12.2021	Yes	Jojoy V	Final 14.12.2021	Yes	Hide
<p>E1 - Travel and Transport (Reading) ALL papers should be checked and marked; this will be easier to quality assure and check trends/patterns across Assessors', topics for the IQA. EQA agrees with IQA decisions; the Candidate has passed.</p>									
BALBIR FARMAH/ CRM7755	18.05.2021 16.12.2021	4692-02	Fahma M	Assignments 25.05.2021	Yes	Jojoy V	Final 10.06.2021	Yes	Hide
<p>E1 - Me and My Health (SLC) The Assessor has completed the examples of performance in detail; this is good. Quotes are good to use; these show vocabulary that is being used at the correct level assessed during the discussions.</p> <p>Good encouraging and positive IQA feedback which is detailed and includes relevant information on the discussion taken place; this also includes details on the Interlocution Process. Commendable IQA Feedback. All records and signed and dated accordingly. EQA agrees with IQA decisions; the Candidate has passed.</p>									
ERIKA SZIVOSNE CJF5558	06.05.2021 08.12.2021	4692-02	Francesca	Assignments 23.06.2021	Yes	Jojoy V	Final 29.06.2021	Yes	Hide
<p>E1 - Communication at Work (Reading) All papers should be marked accordingly (please see improvement point in the table below).</p> <p>EQA agrees with IQA findings; Candidate has passed. The paper has been marked accurately.</p>									
KAROLINA SZWE CJF5534	29.03.2021 08.12.2021	4692-02	Francesca Lui	Assignments 22.04.2021	Yes	Jojoy V	Final 28.04.2021	Yes	Hide

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<p>E1 - Me and My Home (SLC) Good recording of examples of performance; this is above the level being assessed. The Candidate has used some vocabulary at a higher level than the E1; Centre to ensure that ALL Candidates' are assessed at the correct level; this has just been a one-off in the sample selected today.</p> <p>IQA feedback is broken down by Activities; this is good. EQA agrees with IQA decisions; the Candidate has passed.</p>									
Tania Nawaz CHZ8462	15.06.2021 15.09.2021	4692-02	Kansaa	Assignments 29.06.2021	Yes	Jojoy V	Final 07.07.2021	Yes	Hide
<p>L1 - Me and My Home (Writing) All papers should be checked and marked; this makes it easier to quality assure by all parties to see patterns/trends across staff when awarding marks on papers. EQA agrees with IQA decisions; the Candidate has passed.</p> <p>IQA feedback is good and details explanations on where extra marks are being awarded/deducted. Patterns and trends need to be identifiable using a tracking system to ensure Assessors understanding on the interpretation of the standards being assessed. This will also make it a lot easier for the IQA to track and record IQA feedback and discuss developmental points for Standardisation/CPD.</p>									
Dovile Miltene BLY8058	22.02.2021 12.07.2021	4692-02	Francesca	Other (Please state details)	N/A	Jojoy V		N/A	Hide
<p>Telephone Interview 'I haven't finished the full E3 course. I started work in a hotel (Holiday Inn) taking orders in the kitchen for breakfast at the time. But I am now working on my own business as a graphic designer. I now have my own orders; for example, I design logos, business cards and web banners. My teacher was Francesca; when I joined I could hardly speak in English. She helped me and I can now speak in English; I am from Lithuanian. She always believed in me and in the class; we were scared at the beginning, she used to say, 'there's no need to feel scared,' She was amazing! This is the first place I went to learn. I completed the SLC and Writing in E3; I finished and completed and got my certificates. I finished E1, E2 and E3; I could not finish. I just completed the SLC and Writing in E3. We discussed about different jobs. I liked the Centre and I really feel good. I got the best from the Centre.</p> <p>When asked if further improvements could be made by the Centre, or what she did not enjoy/like, the Candidate said, 'Nothing, the English Course changed my life! I had a lot of problems and it all went my way to change my life in a good way. I am so happy that I found this course and I learnt English.'</p> <p>The learner was clearly very happy on the course and provided some excellent feedback on the Centre.</p> <p>The Centre also provided ALL assessment records/papers for the Candidate; this was NOT sampled by the EQA due the telephone interview being conducted and the rest of the sample EQA'd on the day.</p>									
Hanadi Mantaché		4692-02	Sobia F	Other (Please state details) 18.07.2022	N/A	Jojoy V		N/A	Hide
<p>Telephone Interview 'When I joined this College I started the E3 FS and my teacher was Sobia. After this I started Level 1 Maths and English Functional Skills. My English teacher was Rashpal. I finished the Level 1 and now I am doing the Level 2 in Functional Skills.</p> <p>The above named candidate is a FS learner NOT an ESOL Learner; the Centre sent the wrong information through for the Candidate Interviews.</p>									
Diana Suhajda FZD5926	11.05.2022	4692-02	Kansaa Muhsen	Observation of Assessment Activ 18.07.2022	Yes	Jojoy V	Final 18.07.2022	Yes	Hide

Learner name and Reg. number	Reg. and Cert date	Qual. and Unit(s) sampled	Assessor name	Type of assessment and Date of Assessment (dd.mm.yyyy)	Do you agree with the Assessor finding?	Internal Quality Assurer (IQA) name	Internal quality assurance activity and date	Do you agree with Internal Quality Assurer finding?	Hide All
<p>Observation of Assesment Practice SLC E2 - Hobbies and Interests Interlocutor: Francesca Lui Good instructions provided by the Interlocutor on the assessment process for the various Activities with Candidate details, enrolment number, date and Assesment details. This was clear. The Interlocutor shares a good rapport/professional working relationship with the learners. Candidate felt comfortable to undertake the activities.</p> <p>The IQA and Assessor were both present. The video recording via Zoom was clear and not audible at times due to the connectivity; however, what was observed was good and took place in an undisturbed and quiet classroom environment. The Assessor provided feedback after the 1st Activity.</p> <p>Activity 1 - listening activity on course information. This was provided to the learner to listen to 3 times.</p> <p>Activity 2 - discussion was observed around the Candidate's hobbies and interests; this was a little faint and difficult to listen to due to the connectivity. The Candidate was given time to make her notes/plan for the discussion following C&Gs requirements. Assessor asked the Candidate to politely raise her voice for the recording. Candidate likes to do Crochet and her grandmother taught her this over 35 years ago. She would watch her Grandmother make things as a child. Interlocutor asked relevant questions and listened to the learner attentively. She talked about a scarf she made.</p> <p>Activity 3 - as above. Discussion was about her 1st hobby which was a continuation of Activity 2.</p> <p>Candidate is competent at E2, she had good body language, always smiling and laughing, sharing humour, eye to eye contact and used hand gestures when she was passionately speaking about Crochet. Feedback on passing the Activities was provided straight away. This was good and developmental to show areas for improvement and weaknesses. Assessor corrected the learner in her SLC skills and the Candidate was attentive and listened to the feedback happily to improve her own SLC skills and grammatical and pronunciation errors; this was commendable. The Assessor used a sandwich approach and was encouraging and positive throughout.</p> <p>IQA feedback to the Interlocutor was excellent; each activity was broken down. It was positive and encouraging; developmental points were to slow down a little bit and cross-check instructions. Good introduction including the learner name, date and details. 'You put the learner at ease. It was a natural discussion. Learner felt comfortable.' 'You used a variety of questioning techniques; it is your responsibility to ensure the learner is using the correct pitch and volume so that everyone can hear; you may have forgotten to ask the learner to ask questions.'</p> <p>IQA feedback to the Assessor was commendable. 'How can the learner overcome those barriers? Corrections?' 'Give them guidance, i.e Youtube BBC etc.'</p>									
Olesia Maievska FZS9878	18.05.2022	4692-02	Kansaa Muhsen	Observation of Assessment Activ 18.07.2022	Yes	Jojoy V	Final 18.07.2022	Yes	Hide
<p>Observation of Assesment Practice SLC E2 - Hobbies and Interests Interlocutor: Francesca Lui Good instructions provided by the Interlocutor on the assessment process for the various Activities with Candidate details, enrolment number, date and Assesment details. This was clear. The Interlocutor shares a good rapport/professional working relationship with the learners. Candidate felt comfortable to undertake the activities.</p> <p>The IQA and Assessor were both present. The video recording via Zoom was clear and not audible at times due to the connectivity; however, what was observed was good and took place in an undisturbed and quiet classroom environment. The Assessor provided feedback after the 1st Activity.</p> <p>Activity 1 - listening activity on course information. This was provided to the learner to listen to 3 times. Candidate was making her notes.</p> <p>Activity 2 - discussion was observed around the Candidate's hobbies and interests making clothes via knitting. This was faint and difficult to hear due to the connectivity.</p> <p>Activity 3 - as above. Discussion was about her 1st hobby which was a continuation of Activity 2. She started knitting as a child. Video was echoing and the sound was very faint. She asked the Inerlocutor what her hobbies were and then further questioned her on 'Stamp Collecting.'</p> <p>Candidate was reading her notes most of the time and not really looking at the Interlocutor during the discussion; eye contact was limited, however there was a smiling face at all times. This could have been due to her being nervous.</p> <p>Candidate is competent at E2; Assessor was clear on feedback provided; areas for improvement were discussed on pronunciation; examples on words used during the discussion were provided. Candidate was forthcoming and listened attentively to feedback from the Assessor; this was good. Good verbal feedback provided by the Assessor. The Assessor used a sandwich approach and was encouraging and positive.</p> <p>Candidate was asked to sign/date the paperwork upon leaving.</p> <p>IQA feedback to the Interlocutor was excellent; each activity was broken down. It was positive and encouraging; developmental points were to slow down a little bit and cross-check instructions. Good introduction including the learner name, date and details. 'You put the learner at ease. It was a natural discussion. Learner felt comfortable.' 'You used a variety of questioning techniques; it is your responsibility to ensure the learner is using the correct pitch and volume so that everyone can hear.'</p> <p>IQA feedback to the Assessor was commendable. 'How can the learner overcome those barriers? Corrections?' 'Give them guidance, i.e Youtube BBC etc.'</p>									
Summary of comments									

on sampling	<p>It seems as though Candidate registrations are taking place shortly before assessments are being delivered by the Centre; T&L is therefore taking place way before Candidate registrations; the Centre need to pay attention to this to ensure that the GLH are sufficiently being covered and that registrations are taking place in a timely fashion; this may be due to drop-outs/learners being withdrawn. Nevertheless, there must be a registration procedure standardised to ensure timely and realistic registrations are conducted. However, in saying this, the EQA is satisfied as learners interviewed confirmed timetabling and duration of the 4692 Programme; in some instances learners are on the Programme for a few years showing progression of levels in the 4692.</p> <p>A Live Observation of Assessment Practice took place via Ms Teams in the SLC for 2 Candidates (Please see above for further details); Candidates: Diana Suhajda and Olesia Maievska in E2.</p> <p>The Centre sent FS Learner details for the telephone interviews opposed to ESOL Candidates as a mix-up; the Centre must ensure that they plan and prepartate for the EQA visit following from the information provided on the PA1 please; however, this was rectified very quickly by the IQA to ensure there was no delay for the EQA.</p> <p>ALL audio recordings were made available; these were fully audible.</p> <p>IQA records have been developed since the last EQA Visit; these are commendable and now show an improvement in the recording of the verification details; they are detailed and also include the interlocution process and judgements on assessment decisions. Good sampling plans have also been reviewed with IQA records; this contains details of Candidates with planned and actual dates of sampling taken place by the IQA.</p> <p>The IQA is also conducting verification on ILPs and learner portfolios at formative stage, mock assessments, feedback provided by Assessors and the setting of SMART Targets; this shows some really good practice. All Assessors' work is sampled following the same processes to ensure they are consistent in the accuracy of their assessment decisions across sites, levels and all teaching/assessing staff delivering on the 4692 Qualifications.</p> <p>A hard working Centre who strive with their efforts to be supportive team members collectively; commendable work by the Centre.</p>
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3.4 Final Questions

Please add comments to explain your response.

Quality Assurance Requirement	Finding	Comments
Have all programme operations been complied with? //	<input checked="" type="radio"/> Yes <input type="radio"/> No	Learners practise their skills for approximately 3 months (12hrs per week for Level 1s). The GLH are clearly met as Candidates' have been on the 4692 Programme dependent on their individual needs in learning. Previous arrangement: ESOL - 120 GLH for S/L/C and 170 for Reading and Writing. Timetable - some Centres, 3 days a week for 9 hrs and some are 15 hrs per week for 2 months. Full award is approximately 4 months duration. //
Is the assessment strategy complied with? //	<input checked="" type="radio"/> Yes <input type="radio"/> No	Yes, this is evident in the sample checked today. //
Have all assessments been sampled as planned? //	<input checked="" type="radio"/> Yes <input type="radio"/> No	Yes, sampling plan have been reviewed for each learner/cohort. This is good. //
Do IQA staff facilitate regular standardisation activities? //	<input checked="" type="radio"/> Yes <input type="radio"/> No	Yes, there has been a range of Standardisation Meetings with evidence of Activities that have taken place regularly at the Centre showing a robust system has been maintained; this is good. 1. 26.10.2021 - the Tutors marked ESOL assessments at various levels together and discussed the differences and expected standards. This was an embedded ESOL and FS Standardisation Meeting. This also included a really good quiz on all 3 components in English. 2. 07.07.2022 - as above. Good evidence. //
Do IQA staff give appropriate feedback to assessors regarding their assessment decisions? //	<input checked="" type="radio"/> Yes <input type="radio"/> No	Yes, this has now improved and the EQA is very happy in the progress and development of IQA written feedback which is both encouraging and developmental for ALL TL&A staff at the Centre/various sites. Commendable work by the IQA. //
Do IQA staff maintain appropriate sampling plans in line with CAMERA? //	<input checked="" type="radio"/> Yes <input type="radio"/> No	Yes, sampling plans have been quality assured for each learner. Both planned dates of formative and summative verification activity can be seen from these. //

Quality Assurance Requirement	Finding	Comments
Are records of IQA activity maintained and made available in line with City & Guilds / ILM requirements ?	<input checked="" type="radio"/> Yes <input type="radio"/> No	Yes, ALL records were made available to the EQA.
Do all claims for certificates meet the necessary requirements?	<input checked="" type="radio"/> Yes <input type="radio"/> No	Yes. ALL claims meet the requirements. DCS to continue for the Centre.
Are there any other risks concerning IQA activity?	<input type="radio"/> Yes <input checked="" type="radio"/> No	NO risks.

Section 4 Action, Improvement Plan

Date set (dd.mm.yyyy)	Action/Improvement Point	Level of risk	By whom	By when (dd.mm.yyyy)	Date completed (dd.mm.yyyy)	* To be checked by (mandatory field)
18.07.2022	<p>I; ensure Assessors check and mark ALL assessments papers please.</p> <p>I; Patterns and trends could be more easily identifiable using a tracking system to ensure Assessors understanding on the interpretation of the standards being assessed in ALL components.</p> <p>This can be particularly effective when there is a large number of Tutors/Assessors TL&A on the 4692. It will also make it a lot easier for the IQA to track and record relevant feedback and discuss developmental points for ALL staff at Standardisation/CPD.</p> <p>I; The EQA suggests that the learners be challenged further to research and look at things from an educational perspective when preparing for their discussions. Perhaps Candidates could also be guided to research and plan/talk about how their hobbies promote learning, for example, Origami helps children to understand the importance of cooperative learning. Develops math skills etc - This is an art form that helps children to develop their math skills. Transforming a flat piece of paper into a three</p>	Improvement	Lead IQA/As	01.09.2022		EQA
18.07.2022	I; the Centre must ensure registrations are taking place in a timely fashion; there should be a registration procedure standardised to ensure timely and realistic	Improvement	QA Manager/	01.09.2022		EQA

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