



## External Quality Assurance Visit Report

<b><u>Training Provider Name:</u></b>	
<b><u>Contact responsible for EQA visit:</u></b>	
<b><u>Date and Location of Visit:</u></b>	
<b><u>EQA Name:</u></b>	

Grades:

Requires Improvement - does not meet baseline requirements

Good – meets requirements

Outstanding – exceeds requirements

**Aspects highlighted in Bold are designated as Critical Elements (aspects which are fundamental to a robust internal Quality Assurance process).**

Ref	Aspect	Outcome	Grade
<b>1.1</b>		<b>Management and Governance Structure</b>	
1.1a	Roles and Responsibilities of Training team	1. Is there a documentary evidence detailing roles/responsibilities present? <input type="checkbox"/> 2. Are job descriptions defined for all relevant staff present? <input type="checkbox"/>  If there are gaps in provision, please give details below:	<input type="checkbox"/> Requires Improvement  <input type="checkbox"/> Good (1)  <input type="checkbox"/> Outstanding (1-2)
<b>1.1b</b>	<b>Documented Policies (Critical Element):</b>	1. Are all policies present and appropriate in coverage? <input type="checkbox"/> 2. Are the policies reviewed regularly and is this documented? <input type="checkbox"/>	<input type="checkbox"/> Requires

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	<ul style="list-style-type: none"> <li>• Equality</li> <li>• Health and Safety</li> <li>• Complaints</li> <li>• Malpractice</li> <li>• Appeals</li> <li>• Data protection</li> </ul>	<p>3. Is there evidence that all stakeholders know how the policies are applied? <input type="checkbox"/></p> <p>If there are gaps in provision, please give details below:</p>	<p>Improvement</p> <p><input type="checkbox"/> Good (1)</p> <p><input type="checkbox"/> Outstanding (1-3)</p>
1.1c	<p><b>Documented Procedures (Critical Element):</b></p> <ul style="list-style-type: none"> <li>• Equality</li> <li>• Health and Safety</li> <li>• Complaints</li> <li>• Malpractice</li> <li>• Appeals</li> <li>• Data protection</li> </ul>	<p>1. Are all procedures present and appropriate in coverage? <input type="checkbox"/></p> <p>2. Are the procedures reviewed regularly and is this documented? <input type="checkbox"/></p> <p>3. Is there evidence that all stakeholders know how the procedures are applied? <input type="checkbox"/></p> <p>If there are gaps in provision, please give details below:</p>	<p><input type="checkbox"/> Requires Improvement</p> <p><input type="checkbox"/> Good (1)</p> <p><input type="checkbox"/> Outstanding (1-3)</p>
<b>1.2</b>	<b>Assessment and Training materials</b>		
1.2a	Overview of Training Programme	<p>1. Is there a basic programme overview/timetable in place and is it provided to learners? <input type="checkbox"/></p> <p>2. Are the programme/timetable materials sufficiently detailed to give learners the ability to prepare for the training session? <input type="checkbox"/></p> <p>3. Are they reviewed and evaluated at the end of the course? <input type="checkbox"/></p> <p>If there are gaps in provision, please give details below:</p>	<p><input type="checkbox"/> Requires Improvement</p> <p><input type="checkbox"/> Good (1)</p> <p><input type="checkbox"/> Outstanding (1-3)</p>
1.2b	Programme Aims and	1. Are there well developed and structured lesson/session plans in place (covering all of the	<input type="checkbox"/> Requires

Ref	Aspect Lesson Plans (Critical Element)	Outcome applicable syllabuses/modules)? <input type="checkbox"/> 2. Are these reviewed as part of the course evaluation? <input type="checkbox"/> 3. Does the training provider contribute to review of aims and objectives with DfT/CAA through engagement and feedback (including raising issues identified through course evaluation)? <input type="checkbox"/>  If there are gaps in provision, please give details below:	Grade Improvement <input type="checkbox"/> Good (1) <input type="checkbox"/> Outstanding (1-3)
1.2c	Accessibility of Training and Assessment materials (Critical Element)	1. Are training and assessment materials designed in line with best practice in terms of font size/format for handouts and PowerPoints? <input type="checkbox"/> 2. Is there evidence of materials having been adapted for Dyslexia, English as a Foreign Language (EFL), Autism or any other identified learner needs? <input type="checkbox"/> 3. Is there is a proactive approach by the training provider to make anticipated adaptations? <input type="checkbox"/>  If there are gaps in provision, please give details below:	<input type="checkbox"/> Requires Improvement <input type="checkbox"/> Good (1) <input type="checkbox"/> Outstanding (1-3)
1.2d	File management	1. Are training and assessment materials organised and stored securely, with appropriate access arrangements? <input type="checkbox"/> 2. Are materials disposed of securely? <input type="checkbox"/> 3. Is there a documented process for version control in place? <input type="checkbox"/>  If there are gaps in provision, please give details below:	<input type="checkbox"/> Requires Improvement <input type="checkbox"/> Good (1-2) <input type="checkbox"/> Outstanding (1-3)

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<b>2.1 Resources</b>			
2.1a	<p>Appropriate Physical Resources for Delivery and Assessment (classrooms, facilities, technology etc.)</p> <p>For Independent Instructors, this would relate to the Physical Resources they request for delivery at an entity’s side and any Resources they provide themselves.</p>	<p>1. Can the training provider evidence which physical resources are available? <input type="checkbox"/></p> <p>2. Can the training provider evidence that resources have been audited and reviewed for sufficiency and fitness for purpose? <input type="checkbox"/></p> <p>3. Does the review include forward planning for future requirements/courses? <input type="checkbox"/></p> <p>If there are gaps in provision, please give details below:</p>	<p><input type="checkbox"/> Requires Improvement</p> <p><input type="checkbox"/> Good (1)</p> <p><input type="checkbox"/> Outstanding (1-3)</p>
2.1b	<p><b>Sufficient Occupationally Knowledgeable Staff (Critical Element)</b></p>	<p>1. Do all required instructors/assessors have Certified Instructor Number / Recognition of Competence (CIN/ROC) numbers? <input type="checkbox"/></p> <p>2. Is there documentary evidence of a training record for all training staff including any relevant training/qualifications/experience? <input type="checkbox"/></p> <p>3. Do all instructors have a teaching qualification (equivalent to Level 3 Award in Education and Training (AET)) <input type="checkbox"/></p> <p>4. Do relevant staff have formal/informal training for assessment? <input type="checkbox"/></p> <p>5. Do relevant staff have formal/informal training for quality assurance? <input type="checkbox"/></p> <p>6. Has a statement/assessment of sufficient staff numbers been made? <input type="checkbox"/></p> <p>If there are gaps in provision, please give details below:</p>	<p><input type="checkbox"/> Requires Improvement</p> <p><input type="checkbox"/> Good (1-2)</p> <p><input type="checkbox"/> Outstanding (1-6)</p>

Ref	Aspect	Outcome	Grade
2.1c	Induction of new and transferring Avsec Training Staff (This is not applicable for Independent Instructors, unless Contracted Instructors are used)	Applicable: <input type="checkbox"/> Not Applicable: <input type="checkbox"/>  1. Is there an induction activity in place for new staff training? <input type="checkbox"/> 2. Are new staff observed and quality assured during early stages of training delivery? <input type="checkbox"/> 3. Does the provider take account of new staff including proactively identifying any additional support required and assuring that their capability is at the correct standard? <input type="checkbox"/>  If there are gaps in provision, please give details below:	<input type="checkbox"/> Requires Improvement  <input type="checkbox"/> Good (1-2)  <input type="checkbox"/> Outstanding (1-3)
2.1d	<b>Annual Continuous Professional Development (CPD) for all relevant Training Staff (Critical Element)</b>	1. Is there an annual CPD activity in place for relevant training staff with regards to occupational competence in subject matter (documentary evidence)? <input type="checkbox"/> 2. Is there an annual CPD in place for relevant training staff with regards to occupational competence in instructional techniques (documentary evidence)? <input type="checkbox"/> 3. Is there evidence that planning for annual CPD takes place? <input type="checkbox"/>  If there are gaps in provision, please give details below:	<input type="checkbox"/> Requires Improvement  <input type="checkbox"/> Good (1)  <input type="checkbox"/> Outstanding (1-3)
2.2	<b>Internal Monitoring and Self-assessment</b>		

Ref	Aspect	Outcome	Grade
2.2a	<b>Quality Assurance Strategy (Critical Element)</b>	<p><b>Outcome</b></p> <p>1. Is there a quality assurance strategy in place? <input type="checkbox"/></p> <p>2. Is there evidence for implementation (CAA guidance documentation used if appropriate)? <input type="checkbox"/></p> <p>3. Does the training provider have a process for continuous improvement in place, evidencing improvements made to training courses after evaluation? <input type="checkbox"/></p> <p>If there are gaps in provision, please give details below:</p>	<p><input type="checkbox"/> Requires Improvement</p> <p><input type="checkbox"/> Good (1-2)</p> <p><input type="checkbox"/> Outstanding (1-3)</p>
2.2b	Progress Check (Formative Assessment) of Learners	<p>1. Is there evidence that learners are given constructive feedback during the training course? <input type="checkbox"/></p> <p>2. Is there follow up action to identify the root causes of any issues following formative assessment? <input type="checkbox"/></p> <p>3. Is there a procedure in place, at scheme of work level, to ensure suitable formative assessment points are identified at appropriate intervals? <input type="checkbox"/></p> <p>If there are gaps in provision, please give details below:</p>	<p><input type="checkbox"/> Requires Improvement</p> <p><input type="checkbox"/> Good (1-2)</p> <p><input type="checkbox"/> Outstanding (1-3)</p>
2.2c	<b>Quality Assurance of Training and Assessment materials (Critical Element)</b>	<p>1. Are training materials well-structured and developed? <input type="checkbox"/></p> <p>2. Are assessment materials well-structured and developed? <input type="checkbox"/></p> <p>3. Is sampling for quality assurance being undertaken? <input type="checkbox"/></p> <p>4. Are training materials all checked regularly and rigorously, in line with the quality assurance strategy? <input type="checkbox"/></p> <p>5. Are assessment materials all checked regularly and rigorously, in line with the quality assurance strategy? <input type="checkbox"/></p> <p>6. Are there regular reviews of quality assurance findings? <input type="checkbox"/></p> <p>7. Is formal/informal training in place for the person/s conducting the sampling? <input type="checkbox"/></p>	<p><input type="checkbox"/> Requires Improvement</p> <p><input type="checkbox"/> Good (1-3)</p> <p><input type="checkbox"/> Outstanding (1-7)</p>

Ref	Aspect	Outcome	Grade
2.2d	Assessment Standardisation (if applicable e.g. there is more than one Assessor)	<p>Applicable: <input type="checkbox"/> Not Applicable: <input type="checkbox"/></p> <p>If applicable:</p> <ol style="list-style-type: none"> <li>1. Is standardisation (moderation) training in place and evidenced during visit? <input type="checkbox"/></li> <li>2. Is there documentary evidence of an Internal Quality Assurers (IQA) year plan? <input type="checkbox"/></li> <li>3. Are all IQAs involved in standardisation activity? <input type="checkbox"/></li> <li>4. Is there formal/informal training in place for person(s) conducting standardisation training? <input type="checkbox"/></li> </ol> <p>If there are gaps in provision, please give details below:</p>	<input type="checkbox"/> Requires Improvement <input type="checkbox"/> Good (1) <input type="checkbox"/> Outstanding (1-4)
2.2e	<b>Quality Assurance of Training Delivery and Assessment Decisions (Critical Element)</b>	<ol style="list-style-type: none"> <li>1. Is quality assurance of training delivery undertaken? <input type="checkbox"/></li> <li>2. Is quality assurance of assessment decisions undertaken? <input type="checkbox"/></li> <li>3. Is this evidenced with detailed comments and judgements on quality? <input type="checkbox"/></li> <li>4. Are there regular reviews of quality assurance findings? <input type="checkbox"/></li> <li>5. Is there formal/informal training in place for person/s conducting quality assurance? <input type="checkbox"/></li> <li>6. Is there quality assurance for practical delivery and assessment? <input type="checkbox"/></li> </ol> <p>If there are gaps in provision, please give details below:</p>	<input type="checkbox"/> Requires Improvement <input type="checkbox"/> Good (1-3) <input type="checkbox"/> Outstanding (1-6)

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2.2.f	Quality Assurance of CBT (if applicable) – for any internally created CBT Training, including but not limited to 6 x 6.	<p>Applicable: <input type="checkbox"/> Not Applicable: <input type="checkbox"/></p> <p>If applicable:</p> <p>1. Is CBT included in quality assurance strategy? <input type="checkbox"/></p> <p>2. Is all CBT regularly updated (as appropriate)? <input type="checkbox"/></p> <p>3. Is all CBT reviewed regularly to ensure it remains an effective learning tool? <input type="checkbox"/></p> <p>If there are gaps in provision, please give details below:</p>	<input type="checkbox"/> Requires Improvement <input type="checkbox"/> Good (1-2) <input type="checkbox"/> Outstanding (1-3)
2.2g	<b>Programme Review Evaluation undertaken (Critical Element)</b>	<p>1. Is feedback collected from all relevant stakeholders (learners, trainers, line managers and other stakeholders)? <input type="checkbox"/></p> <p>2. Is the feedback analysed? <input type="checkbox"/></p> <p>3. Have the feedback methods been considered to ensure they are the most effective in use? <input type="checkbox"/></p> <p>4. Is the evaluation of the program undertaken regularly and does it reflect any changes made after feedback? <input type="checkbox"/></p> <p>If there are gaps in provision, please give details below:</p>	<input type="checkbox"/> Requires Improvement <input type="checkbox"/> Good (1-2) <input type="checkbox"/> Outstanding (1-4)



Ref	Aspect	Outcome	Grade
<b>3.1 Learner and data management</b>			
3.1a	Documented Learner Records	1. Does the training provider have a documented training record for learners in place? <input type="checkbox"/> 2. Is the record appropriate and specific to the course and ensures the required information about the learner is collected (or collated)? <input type="checkbox"/> 3. Is there evidence of records analysis having been undertaken e.g. success/failure rates? <input type="checkbox"/>  If there are gaps in provision, please give details below:	<input type="checkbox"/> Requires Improvement  <input type="checkbox"/> Good (1-2)  <input type="checkbox"/> Outstanding (1-3)
3.1b	Joining Instructions and Induction of Learners	1. Are joining instructions issued to learners, with appropriate detail (CAA guidelines)? <input type="checkbox"/> 2. Is there an induction procedure appropriate and specific to the courses they undertake? <input type="checkbox"/> 3. Are the joining instructions reviewed before each course? <input type="checkbox"/>  If there are gaps in provision, please give details below:	<input type="checkbox"/> Requires Improvement  <input type="checkbox"/> Good (1-2)  <input type="checkbox"/> Outstanding (1-3)
3.1c	<b>Diagnostic Assessment (Critical Element)</b>	1. Does the application/booking process include a request, or self-diagnosis, for learners to declare any learning barriers? <input type="checkbox"/> 2. Is the process subject to regular review? <input type="checkbox"/> 3. Is this supported by an induction activity with diagnostic assessment? <input type="checkbox"/>	<input type="checkbox"/> Requires Improvement

Ref	Aspect	Outcome	Grade
		<p>4. Is there evidence that the diagnostic assessment is used to inform training? <input type="checkbox"/></p> <p>5. Is diagnostic information supplied to HR made available to Instructors (or is directly available to them) <input type="checkbox"/></p> <p>If there are gaps in provision, please give details below:</p>	<p><input type="checkbox"/> Good (1)</p> <p><input type="checkbox"/> Outstanding (1-5)</p>
3.1d	Learner tracking	<p>1. Is there a system in place to track learner’s progress based on the learner principles supplied by the CAA? <input type="checkbox"/></p> <p>2. Has the training provider developed an enhanced system which supports data management? <input type="checkbox"/></p> <p>If there are gaps in provision, please give details below:</p>	<p><input type="checkbox"/> Requires Improvement</p> <p><input type="checkbox"/> Good (1)</p> <p><input type="checkbox"/> Outstanding (1-2)</p>
3.1e	Records of Feedback provided to Learners	<p>1. Are learners provided with feedback after their assessment on an individual basis? <input type="checkbox"/></p> <p>2. Are any support requirements for learners (e.g. re-sits) clearly identified in the feedback? <input type="checkbox"/></p> <p>If there are gaps in provision, please give details below:</p>	<p><input type="checkbox"/> Requires Improvement</p> <p><input type="checkbox"/> Good (1)</p> <p><input type="checkbox"/> Outstanding (1-2)</p>

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3.1f	<p>Records of Assessment Problems</p> <p>(This aspect is only applicable if Assessment Problems have been encountered.)</p>	<p>Applicable: <input type="checkbox"/> Not Applicable: <input type="checkbox"/></p> <p>1. Is there documentary evidence of action taken following any assessment problems? <input type="checkbox"/></p> <p>2. Has this been fed into the continuous improvement of the course? <input type="checkbox"/></p> <p>If there are gaps in provision, please give details below:</p>	<p><input type="checkbox"/> Requires Improvement</p> <p><input type="checkbox"/> Good (1)</p> <p><input type="checkbox"/> Outstanding (1-2)</p>
<b>3.2 Certification</b>			
3.2a	<p>Documented procedure for issuing Certificates</p>	<p>1. Is there a record of issued certificates? <input type="checkbox"/></p> <p>2. Is there a procedure in place for recording and correctly issuing certificates? <input type="checkbox"/></p> <p>If there are gaps in provision, please give details below:</p>	<p><input type="checkbox"/> Requires Improvement</p> <p><input type="checkbox"/> Good (1)</p> <p><input type="checkbox"/> Outstanding (1-2)</p>
3.2b	<p>Format of Certificates</p>	<p>1. Are certificates issued and/or training records in place? <input type="checkbox"/></p> <p>2. If certificates are issued, are they in line with the DfT template? <input type="checkbox"/></p> <p>If there are gaps in provision, please give details below:</p>	<p><input type="checkbox"/> Requires Improvement</p> <p><input type="checkbox"/> Good (1)</p> <p><input type="checkbox"/> Outstanding (1-2)</p>

**Are there any requirements which require improvement?** n/a  yes

**If yes, please detail below what is required from the Training Provider in order to meet requirements ('Good')?**

**Please list any recommendations that would enable the Training Provider to work towards achieving an 'Outstanding' rating:**

**EQA Signature:**