

## GBWR Internal Quality Assurance (IV) Templates

This appendix contains blank templates which can be used (or adapted) by 1st4sport Recognised Centres to carry out their Internal Quality Assurance interventions by the Internal Verifier.

Sample Templates include:

Code	Document	For use by
A	Professional Discussion	Assessor with learner
B	IV Observation Checklist for Tutor Performance	Internal Verifier
C	IV Observation Checklist for Assessor Performance	Internal Verifier
D	Desk Based Internal Verification Checklist	Internal Verifier
E	IV Report	Internal Verifier
F	Feedback and Action Plan to Tutor/Assessor	Internal Verifier
H	Evaluation of Internal Quality Assurance Intervention	Internal Verifier
I	Example Sampling Plan Template	Internal Verifier

## Appendix A - Professional Discussion

A professional discussion can be used as supporting evidence for trainee assessors to fully meet the requirements of tasks. All supporting paperwork should be included in your portfolio. The discussion must be recorded by audio equipment or in writing.

Areas to cover	Summary of supporting evidence / response		Outcome C / NYC
I confirm that this represents an accurate record of the professional discussion:			
Learner name:		Learner signature:	Date:
Assessor name:		Assessor signature:	Date:

## Appendix B - Internal Verification Observation of Tutor Performance

IV name:		Tutor name:	
Qualification:		Recognised centre:	
Event number:		Venue/site:	
Learner name:		Task/product sampled:	
Learner name:		Task/product sampled:	
Learner name:		Task/product sampled:	
Learner name:		Task/product sampled:	

Phase of Learning programme being observed:		
The tutor is able to:		Comment:
Planning and preparation		
1	Meet learners punctually and be well presented	
2	Prepare and use appropriate session plans, taking learners' needs into account	
3	Have appropriate and safe facilities/resources/ equipment available	
4	Create and maintain a safe, supportive, interactive and enjoyable learning environment	
Delivery		
5	Demonstrate knowledge and understanding of subject in the delivery and facilitation	
6	Use a range of learning activities covering different learning styles	
7	Use a variety of audio/visual resources to engage learners	
8	Use different forms of group management (individual, pairs, small/large groups)	
The learner is able to:		Comment:

9	Communicate effectively using clear English free from jargon				
10	Demonstrate effective use of listening skills and questioning to check learning				
11	Set up and manage group work using interventions to draw out learning				
12	Involve learners and provide sufficient opportunities for them to ask questions				
13	Provide individual feedback to learners				
14	Maintain a professional attitude in terms of Code of conduct, equality and diversity				
15	maintain appropriate behaviour throughout the session, dealing with any form of inappropriate behaviour or attitude				
16	Deliver sessions with realistic and appropriate timings				
17	Summarise and conclude the session, referring to learning outcomes				
Evaluation					
18	Provide structured opportunities for learners to provide feedback on the learning session				
19	Review own practice, identifying an action plan and CPD opportunities				
Tutor name:		Tutor signature:		Date:	
IV name:		IV signature:		Date:	

## Appendix C - Internal Verification Observation of Assessor Performance

IV name:		Assessor name:	
Qualification:		Recognised centre:	
Event number:		Venue/site:	
Learner name:		Task/product sampled:	
Learner name:		Task/product sampled:	
Learner name:		Task/product sampled:	
Learner name:		Task/product sampled:	

Assessment Topic:		
Planning for assessment The learner is able to:		Comment
1	Prepare resources and conditions for the assessment ensuring health and safety is maintained	
2	Select and use assessment methods which address learner needs and meets assessment requirements	
Briefing of learner		
3	Meet the learner punctually and be appropriately well presented	
4	Introduce themselves and explain their role as assessor	
5	Communicate the purpose, requirements and the format of the assessment to the learner	
6	Make reference to the complaints and appeals procedures	
Observation and analysis of assessment		
7	Observe and record what was seen	

9	Assess learners' performance, knowledge and understanding against the agreed criteria using agreed methods	
10	Judge whether evidence is: <ul style="list-style-type: none"> <li>▪ sufficient</li> <li>▪ authentic</li> <li>▪ current</li> </ul>	
11	Apply requirements for equality and diversity and, where appropriate, bilingualism	
Questioning		
13	Use open questions which are clear and not leading	
14	Use appropriate and relevant questions based on the criteria	
15	Clarify and resolve inconsistencies in the evidence	
Decision and feedback		
16	Make assessment decisions relating to against specific criteria	
17	Make assessment decisions which are: <ul style="list-style-type: none"> <li>• valid</li> <li>• reliable</li> <li>• fair</li> </ul>	
18	Clearly confirm the outcome of the assessment to the learner	
19	Provide feedback to the learner	
Action planning		
20	Involve the learner in the assessment process by use of self evaluation	
21	Provide action planning which identifies any further implications for learning, assessment and progression	
Documentation		

21	Make accurate records of the assessment outcomes				
23	Complete the appropriate documentation for recording assessment				
24	Follow procedures to maintain the confidentiality of assessment information				
25	Follow relevant policies, procedures and legislation for the assessment, including those for health, safety and welfare				
Assessor name:		Assessor signature:		Date:	
IV name:		IV signature:		Date:	

## Appendix D – Desk Based Internal Verification

IV name:		Assessor name:	
Qualification:		Recognised centre:	
Event number:		Venue/site:	
Learner name:		Task/product sampled:	
Learner name:		Task/product sampled:	
Learner name:		Task/product sampled:	
Learner name:		Task/product sampled:	

Unit / Task	Comments	Agree with outcome (Y/N)

Unit / Task	Comments	Agree with outcome (Y/N)			
Iv name:		IV signature:		Date:	

## Appendix E - Internal Verification Report

IV name:		Assessor name:	
Qualification:		Recognised centre:	
Event number:		Venue/site:	
Learner name:		Task/product sampled:	
Learner name:		Task/product sampled:	
Learner name:		Task/product sampled:	
Learner name:		Task/product sampled:	

Verification Summary:

Feedback:

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Action Plan:

By when:

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IV Signature:

Date:

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## Appendix F - Feedback and Action Plan to Tutor/Assessor

Feedback to the Tutor/Assessor from the IV:					
Tutor/Assessor action plan:				Completed by:	
Tutor/Assessor name:		Tutor/Assessor signature:		Date:	
IV name:		IV signature:		Date:	

## Appendix G - Evaluation of Internal Quality Assurance Intervention

Evaluate whether or not the IQA plan, arrangements and organisation of the intervention was safe, adequate and appropriate. Did the IQA plan successfully reduce any risks?

Explain if any changes were made to the planned IQA activity prior to or during the interventions and/or why if on reflection, you would now make changes to improve the interventions:

Evaluate whether or not the sampling methods were appropriate for the IQA interventions and the expectations of the assessor:

How did the use of questioning and feedback with the assessor (and learners if relevant) contribute to your verification decisions?

On reflection, what do you consider to be your strengths in these interventions?

On reflection, what do you consider to be the areas for you to develop further?

IV name:

IV  
signature:

Date:

