

# Guidance to prepare for EVC visits

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When your CPCAB external verifier visits your centre for the external verifier consultancy (EVC) visit they will be looking for evidence to meet the following indicative questions:

## Candidate registration

Please consider:

1. Are all groups registered?
2. Are there any problems with the registrations process?
3. Are tutors implementing the RPL process?

## Preparation for external assessment

Please consider:

1. Are tutors and trainees aware of external assessment requirements for each qualification?
2. What plans are in place for external assessment (resources, equipment, space, preparation time)?
3. Do tutors understand the procedures for reasonable adjustments and special considerations.

## Preparation for internal assessment

Please consider:

1. Have tutors met CPCAB standardisation requirements?
2. Are candidates clear about the programmes and plans for assessment for each qualification?
3. Do tutors understand the QCF framework and their role in assessment?

## Centre training programme(s)

Please consider:

1. Does the centre make it clear:
  - if they are using CSCT material;
  - qualification requirements (e.g. 50 hours group training supervision, placement, trainee support, personal therapy);
  - trainee support available (e.g. tutorials, learning support);
  - portfolio requirements and feedback;
  - assessment programme and timetable;
  - range of assessment activities.
2. What tools are being used to carry out and record assessments (CAS sheets, feedback sheets, group record)?
3. What systems are in place for recording and monitoring candidates' attendance?

## Internal assessment

Please consider:

1. Do tutors and trainees understand the process of internal assessment?
2. Are any aspects of the assessment causing the candidates and/or tutors difficulties?
3. Are assessments safe, ethical and fair?
4. Are candidates aware of the centre's internal complaints procedure?

## **Candidate portfolios**

1. Please note:
  - general observations about content, organisation and presentation of portfolios;
  - specific observations for particular courses or groups.
2. Is there evidence of effective tracking and mapping of learning?
3. Do ICSK-L2 portfolios meet qualification requirements?

## **Internal moderation**

Please consider:

1. What systems are in place for internal moderation of assessments?
2. How is this process being recorded by the centre?
3. How are centres addressing inconsistencies if they occur?

## **Internal verification**

Please consider:

1. What systems are in place for internal verification of assessments?
2. How is this process being recorded by the centre?
3. How are centres addressing inconsistencies if they occur?

## **Quality assurance**

Please consider:

Team Issues:

1. Are meetings/action plans recorded?
2. What induction procedures are in place for new tutors?
3. What supervisory and CPD arrangements are made for the tutor team?
4. Relationships within the team - do they model good practice and values of the modality taught?

Course delivery:

1. Does the current scheme of work match the qualification being delivered?
2. Are resources and accommodation appropriate?
3. Are there any issues in terms of course progression?

## **Other issues**

Are there any other important issues and associated actions required by the centre that need recording (e.g. tutor illness, problems in tutor team, group dynamics, funding issues, individual student issues etc)?

Has the centre created time for the visit?

How many members of the tutor team participated in the visit?