



# Monitoring Review

Version History

Version	Date	Author	Change Description
Original	November 2023	Quality Assurance	
2	December 2023	Melissa Pennington	Design Change

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## Monitoring Review

### Section 1: Centre Details

Centre Name:	
Centre Number:	
Date of Visit:	
EQA Name:	
Centre Contact:	
Number of Assessment Sites:	
Assessment Site Visited:	
Type of Visit:	
Duration of Visit:	

### Section 2: Qualifications Approved

Qualification Title	Reg / Cert	DCS (✓)

### Section 3: Centre Personnel

Name	Role	Comments

### Section 4: Reason for the Visit

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### Section 5: Actions from the Last Visit

Action	Fully Completed	Partially Completed	Not Completed	Comments
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Section 6: Management Systems

### Monitoring Review

Criteria	Yes	No	N/A	Comments
Does the centre have all required policies and procedures in place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are centre staff made aware of Centre Policies and Procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are centre staff aware of Focus Awards' policies and procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the centre have procedures in place to reduce the risk of and manage malpractice and maladministration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are roles and responsibilities of staff clearly identified?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the centre have suitable procedures in place to identify potential or actual conflicts of interest?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are conflicts of interest logged with Focus Awards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is there evidence of regular meetings and communication between all staff/assessors/verifiers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are learner registrations and certificate claims undertaken in a timely manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are learner details and records stored securely, in line with Focus Awards' requirements and GDPR regulations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are requests from Focus Awards responded to and dealt with in a timely manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are the centre's marketing arrangements appropriate for the qualifications and in line with Focus Awards' guidelines?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have previous action points been completed in a timely manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Risk for Management Systems:	High	Med	Low	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments:				

## Section 7: Qualification Delivery and Resources

Criteria	Yes	No	N/A	Comments
Are there sufficient qualified assessors to support the programmes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are all unqualified assessors' decisions validated by a qualified assessor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is there an induction process in place to support new staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is there a system in place to professionally update KSE for development (CPD) of all staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are there sufficient resources accessible to all learners for the delivery of the programmes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the centre ensure equipment used is safe and well maintained? (Consider gym equipment, chemicals, lasers, bladed equipment, and other high-risk equipment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are assessments clearly planned as part of the scheme of work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are learners informed of assessment dates in advance of their assessments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are a range of assessment methods used to ensure equality for all learners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are lesson plans and schemes of work in place for programmes of delivery?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is learner work authenticated with an appropriate learner declaration or other method of authentication?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Risk for Qualification Delivery and Resources	High	Med	Low	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Comments:				

## Section 8: Internal Quality Assurance

Criteria	Yes	No	N/A	Comments
Are there sufficient qualified IQAs in place to support the programmes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are all unqualified IQA decisions validated by a qualified IQA?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is there an IQA strategy that identifies clear rationale for assessment and sampling? (E.g., RAG rating of staff, new programme, Focus Awards' requirements).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does the IQA provide appropriate feedback to the assessors? (Feedback should be supportive, developmental, fair, and positive)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is there evidence of standardisation meetings taking place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does internal verification of learner work occur in a timely manner post-submission?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are records of IQA practice available, appropriate, and in line with Focus Awards' requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are methods in place to communicate and complete actions from EQA report?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Risk for Internal Verification	High	Med	Low	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Comments				

## Section 9: Learner Support / Experience

Criteria	Yes	No	N/A	Comments
Is effective information, advice and guidance provided to the learners prior to enrolment and then to support progression?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are learners' previous experience and qualifications considered when enrolling them onto a programme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are individual learning needs identified, and appropriate additional support provided?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are the appeals and complaints procedures documented and explained to the learner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Risk for Learner Support / Experience	High	Med	Low	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Comments				

## Section 10: Direct Claims Status (DCS) Review

Criteria	Yes	No	N/A	Comments
Is a recommendation for the continuation of DCS being made (if applicable)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is a recommendation for DCS being made for any new qualifications? If so, give details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Risk for Direct Claims Status	High	Med	Low	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Comments				

## Section 11: Staff Present During EQA Visit

Name	Role



## Section 13: Conclusion

Overall Rating	High	Medium	Low
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Comments			
Notes:			
Low = All in place; minor comments			
Medium = Some areas of development and 2 action points			
High = Numerous areas of development and 2 plus action points			
Any amber or red comments and action points need to be identified to ensure these are put in place.			

Action points	Priority			Completion Date
	High	Med	Low	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Contact us

If you have any queries about the contents of the policy, please contact our support team

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