

External Quality Assurance Sampling Report

Section 1: Overview

Provider Name:	Phoenix Autism Trust (Phoenix College)						
Provider's Quality Assurance Contact:	Ricky Nunn						
Previous Provider risk rating:	Low	✓	Medium		High		New
Quality and Standards Advisor (QASA):	Maria Karsa						
External Quality Assurer <i>(where not completed by the QASA)</i>	N/A						

Section 2: Overview

Date of EQA	Qualification title <i>(or course name where learners not registered on full qualification)</i>	Qualification risk rating	Run ID	Learners		Number of units	
				Registered	In sample	To be delivered	Reviewed
08/09/25	Highway to Employment Level 1	Low	1554447	2	2	2	1
08/09/25	Highway to Employment Entry Level 3	Low	1554467	6	3	2	1
08/09/25	Open Awards Level 1 Award in Employability and Professional Development (RQF)	Low	1554448	10	3	3	1

Please add additional rows as required.

Please be aware that additional requirements apply to some qualifications. Please complete the appropriate annex as well as the main report for these qualifications.

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Section 3: Extenuating Circumstances

Please list all learners with:

Recognition of Prior Learning (RPL)			Reasonable adjustments (RA)			Special Considerations (SC)		
Learner	Run ID	Process followed?	Learner	Run ID	Process followed?	Learner	Run ID	Process followed?
N/A	N/A	Y / N	N/A	N/A	Y / N	N/A	N/A	Y / N
		Y / N			Y / N			Y / N
		Y / N			Y / N			Y / N

Please add additional rows as required.

If the process has not been applied correctly in all cases, please comment below:

N/A

Section 4: Sampling Plan

Please provide details of the sampling strategy.

(e.g. sample size, which units have been selected and why, which learners have been selected and why, make sure to include RPL and RAs. If sample size was increased due to concerns over assessment decisions, provide rationale for increasing the sample).

Sampling strategy in line with CASS requirements:

Low Risk Provider
Low Risk Qualifications
8 x Learners
3 x Units

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Section 5: Sampling Record

Table to be duplicated for each unit sampled.

Unit title	Writing to Communicate Information				Unit code	J/506/3135	
Provider's details				QASA/ EQA's judgement and comments			
Learner ID	Course run ID	Assessor's name	IQA Name (if taken place)	Grade	Assessment decision agreed? (Y/N)	Action placed? (Y/N)	Comments
10328466 (KB)	1554447	Darren Serrano	Rick Nunn	P	Y	N	<p>A signed and dated learner authentication statement has been submitted with the sample, confirming that the work presented for assessment is the learners' own.</p> <p>The tasks set for the learners have been clearly mapped against the unit learning outcomes and the associated assessment criteria. Records include the date tasks were completed and the initials of the assessor.</p> <p>Tasks include responding to set questions, completion of worksheets, planning activities, research, and the creation of a poster. All tasks are appropriate, relevant to the unit requirements, and support learner progress and development. Feedback has been mapped against each of the tasks completed by the learners. This feedback references the learners' overall response to the set tasks and provides areas for improvement/next steps.</p>
10318942 (LL)	1554447	Ferenc Kasa	Rick Nunn	P	Y	N	<p>A signed and dated learner authentication statement has been submitted with the sample, confirming that the work presented for assessment is the learners' own.</p> <p>The tasks set for the learners have been clearly mapped against the unit learning outcomes and the associated assessment criteria. Records include the date tasks were completed and the initials of the assessor.</p> <p>Tasks include responding to set questions, completion of worksheets, planning activities, research, and the creation of a poster. All tasks are appropriate, relevant to the unit requirements, and support learner progress and development. Feedback has been mapped against each of the tasks completed by the learners. This feedback references the learners' overall response to the set tasks and provides areas for improvement/next steps.</p>

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Unit title		Writing to Communicate Information			Unit code		J/506/3135
Provider's details				QASA/ EQA's judgement and comments			
Learner ID	Course run ID	Assessor's name	IQA Name <i>(if taken place)</i>	Grade	Assessment decision agreed? <i>(Y/N)</i>	Action placed? <i>(Y/N)</i>	Comments
							<p>Moving forward, overall achievement for the unit must be explicitly referenced in the assessor feedback. In addition, there must be clear evidence that the learner has accessed and acknowledged the feedback, for example through written comments, reflections, or dated learner signatures. I confirm that I have reviewed the sample and agree with the grade awarded by the assessor.</p>
Based on the samples reviewed, the QASA/ EQA confirms all results for this unit							Yes

Unit title		Following Instructions			Unit code		A/615/6387
Provider's details				QASA/ EQA's judgement and comments			
Learner ID	Course run ID	Assessor's name	IQA Name <i>(if taken place)</i>	Grade	Assessment decision agreed? <i>(Y/N)</i>	Action placed? <i>(Y/N)</i>	Comments
10349148 (JW)	1554467	Ferenc Kasa		P	Y	N	<p>Learner authentication statements submitted with the sample – signed and dated by the learners confirming that the work presented for assessment is their own. The tasks set for the learners have been clearly mapped against the unit learning outcomes and the associated assessment criteria. Records include the date tasks were completed and the initials of the</p>

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Unit title		Following Instructions			Unit code		A/615/6387
Provider's details				QASA/ EQA's judgement and comments			
Learner ID	Course run ID	Assessor's name	IQA Name <i>(if taken place)</i>	Grade	Assessment decision agreed? <i>(Y/N)</i>	Action placed? <i>(Y/N)</i>	Comments
							assessor.and associated assessment criteria.
10318940 (TW)	1554467	Darren Serrano		P	Y	N	<p>Photographic evidence has been submitted with the learner sample for the assessment of practice activities completed such as cleaning cutlery in the hotel, working at the farm, learning about independent living, using the computer, making a sandwich and completing activities in the kitchen.</p> <p>All photographic evidence has been submitted with written descriptions explaining the tasks being completed by the learners and how this is mapped against the learning outcomes and associated assessment criteria for the unit.</p> <p>Feedback has been mapped against each of the tasks completed by the learners. This feedback references the learners' overall response to the set tasks and provides areas for improvement/next steps. Moving forward, overall achievement for the unit must be explicitly referenced in the assessor feedback. In addition, there must be clear evidence that the learner has accessed and acknowledged the feedback, for example through written comments, reflections, or dated learner signatures.</p>
10296144 (SA)	1554467	Darren Serrano		P	Y	N	

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Unit title		Following Instructions			Unit code		A/615/6387
Provider's details				QASA/ EQA's judgement and comments			
Learner ID	Course run ID	Assessor's name	IQA Name <i>(if taken place)</i>	Grade	Assessment decision agreed? <i>(Y/N)</i>	Action placed? <i>(Y/N)</i>	Comments
							I confirm that I have reviewed the sample and agree with the grade awarded by the assessor.
Based on the samples reviewed, the QASA/ EQA confirms all results for this unit							Yes

Unit title		Managing Your Money			Unit code		M/615/7021
Provider's details				QASA/ EQA's judgement and comments			
Learner ID	Course run ID	Assessor's name	IQA Name <i>(if taken place)</i>	Grade	Assessment decision agreed? <i>(Y/N)</i>	Action placed? <i>(Y/N)</i>	Comments
10349120 (SR)	1554448	Tahsin Ashraf	Rick Nunn	P	Y	N	Learner authentication statements submitted with the sample – signed and dated by the learners confirming that the work presented for assessment is their own Tracking sheet maps the learning outcomes against the associated assessment criteria, date tasks completed, page number, and initials of the assessor. Task set for the learners to complete have been mapped against the learning outcomes and associated assessment criteria for the unit. Tasks consist of the completion of worksheets, for example defining types of income, understanding debt, naming

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Unit title		Managing Your Money			Unit code		M/615/7021
Provider's details				QASA/ EQA's judgement and comments			
Learner ID	Course run ID	Assessor's name	IQA Name <i>(if taken place)</i>	Grade	Assessment decision agreed? <i>(Y/N)</i>	Action placed? <i>(Y/N)</i>	Comments
							financial services and what they offer and designing a poster 'that instructs people how to create a personal budget', Feedback from the assessor has been mapped against the learning outcomes with areas for development referenced (if applicable).
10349116 (KC)	1554448	Tahsin Ashraf		P	Y	N	Moving forward , overall achievement for the unit must be explicitly referenced in the assessor feedback. In addition, there must be clear evidence that the learner has accessed and acknowledged the feedback, for example through written comments, reflections, or dated learner signatures. I confirm that I have reviewed the sample and agree with the grade awarded by the assessor.
10349112 (IA)	1554448	Mubidi Mange		P	Y	N	Learner authentication statements submitted with the sample – signed and dated by the learners confirming that the work presented for assessment is their own Tracking sheet maps the learning outcomes against the associated assessment criteria, date tasks completed, page number, and initials of the assessor. Task set for the learners to complete have been mapped against the learning

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Unit title		Managing Your Money			Unit code		M/615/7021
Provider's details				QASA/ EQA's judgement and comments			
Learner ID	Course run ID	Assessor's name	IQA Name <i>(if taken place)</i>	Grade	Assessment decision agreed? <i>(Y/N)</i>	Action placed? <i>(Y/N)</i>	Comments
							<p>outcomes and associated assessment criteria for the unit.</p> <p>Tasks consist of the completion of worksheets, for example defining types of income, understanding debt, naming financial services and what they offer and designing a poster 'that instructs people how to create a personal budget', Feedback from the assessor has been mapped against the learning outcomes.</p> <p><i>Moving forward</i> as part of the assessment process please reference the following requirements:</p> <p><u>Clear and Constructive</u> Learners must receive feedback that is directly linked to the assessment criteria and the tasks they have completed.</p> <p><u>Supportive and Developmental</u> Feedback should always balance encouragement with guidance for improvement, structured as: What went well? – Highlight strengths and explicitly relate them back to the assessment criteria. Even better if... – Identify areas that need revisiting or where additional information is required.</p> <p><u>Timely and Documented</u></p>

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Unit title		Managing Your Money			Unit code		M/615/7021
Provider's details				QASA/ EQA's judgement and comments			
Learner ID	Course run ID	Assessor's name	IQA Name <i>(if taken place)</i>	Grade	Assessment decision agreed? <i>(Y/N)</i>	Action placed? <i>(Y/N)</i>	Comments
							<p>Feedback must be given promptly after assessment, signed and dated by the assessor.</p> <p>There must be evidence that the learner has accessed and acknowledged the feedback, e.g., written comments, reflections, or learner signatures with dates</p> <p>I confirm that I have reviewed the sample and agree with the grade awarded by the assessor.</p>
Based on the samples reviewed, the QASA/ EQA confirms all results for this unit							Yes

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Section 6: Sampling Outcomes

For all assessments SET BY THE PROVIDER

Question	Select	Comments	Action placed?
Was the evidence sampled sufficient, valid, authentic and appropriate?	Y	All submitted evidence has been reviewed and found to be sufficient, valid, authentic, and appropriate in meeting the assessment requirements for the unit(s) delivered. It is clear from the work submitted for review that delivery and assessment is structured around the learners individual needs allowing them to progress and develop. Tasks set for the learners are relevant to the unit requirements and include: <ul style="list-style-type: none"> • Responding to set questions • Completing worksheets • Engaging in practical activities • Class discussions • Q&A 	N
Did all assessment activities address the assessment criteria in the unit specification?	Y	All assessment activities are clearly aligned with the assessment criteria outlined in the unit specification(s) for each unit reviewed as part of the EQA process.	N
Was evidence of an IQA sampling and planned assessment strategy made available?	Y	The provider has the correct processes, procedures, and documentation in place for Internal Quality Assurance (IQA) sampling and its assessment strategy. Sampling plan with details of the sampling strategy were submitted for all the qualifications reviewed as part of the EQA process.	N

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<p>Were learning resources varied, valid and appropriate to the level?</p>	<p>Y</p>	<p>All the learning resources sampled for the review are appropriate to the level. A range of assessment activities have been set for the learners (relevant to the unit requirements, level of the qualification and ability of the learners) consisting of:</p> <ul style="list-style-type: none"> • Responding to set questions • Completing worksheets • Engaging in practical activities • Class discussions • Q&A 	<p>N</p>
<p>Did assessors provide prompt, accurate, supportive and developmental feedback to learners?</p>	<p>Y</p>	<p>QASA can confirm that prompt, accurate, feedback has been provided to the learners mapped against the learning outcomes and associated assessment criteria for the unit. There were some variations in the quality of feedback between the assessors.</p> <p><i>Moving forward the provider will need to apply a standardised approach to the assessment process, with reference to the following requirements:</i></p> <p><u>Clear and Constructive</u> Learners must receive feedback that is directly linked to the assessment criteria and the tasks they have completed.</p> <p><u>Supportive and Developmental</u> Feedback should always balance encouragement with guidance for improvement, structured as: What went well? – Highlight strengths and explicitly relate them back to the assessment criteria.</p>	<p>N</p>

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		<p>Even better if... – Identify areas that need revisiting or where additional information is required.</p> <p>Timely and Documented Feedback must be given promptly after assessment, signed and dated by the assessor.</p> <p>There must be evidence that the learner has accessed and acknowledged the feedback, e.g., written comments, reflections, or learner signatures with dates</p> <p><i>Please refer to the training events that to support providers with the assessment process.</i> <i>These can be accessed from the Open Awards website.</i></p>	
Is there a robust and clearly documented IQA process?	Y	The QASA can confirm that the provider has a documented IQA process in place.	N
Did the IQA follow the documented IQA process accurately?	Y	The provider has followed the correct processes regarding Internal Quality Assurance (IQA).	N
Did IQAs provide prompt, accurate and developmental feedback to assessors?	Y	<p>QASA can confirm that prompt and accurate developmental feedback has been provided to the assessors by the IQA. This feedback relates to the accuracy of assessment decisions, the quality of assessor feedback, and the overall presentation of learner work. Moving forward, please ensure that the updated IQA/AIV documentation is consistently used</p> <p>As an AIV provider, it is mandatory to attend the annual training sessions. Dates and booking information can be accessed via the Open Awards website.</p>	N

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Have actions identified by the IQA been adequately implemented?	Y	Actions identified by the IQA have been adequately implemented and supportive to the assessment process.	N
IQAs have demonstrated up-to-date working knowledge and experience of best practice	Y	The QASA can confirm that the IQAs have demonstrated up-to-date working knowledge and experience of best practice evidenced in the samples presented for review.	N

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Section 7: ONLY to be completed for summative EQA

Learners to be awarded

All learners registered on the following course runs can be awarded for all units		OR	The following learners registered on these course runs can be awarded for all units		
Course run IDs	Date agreed		Course run IDs	Learner(s)	Date agreed
1554447	08/09/2025		N/A	N/A	N/A
1554467	08/09/2025				
1554448	08/09/2025				

Please add additional rows as required.

Learners NOT to be awarded

Results submitted for ALL learners on these course runs have been rejected:			
Run ID	Unit title (one row per unit)	Date of decision	Added to PIAP (Y/N)
N/A	N/A	N/A	N/A

Please add additional rows as required.

Results submitted for SOME learners on these course runs have been rejected:					
Run ID	Learner ID	Learner name	Unit title (one row per unit)	Date of decision	Added to PIAP (Y/N)
N/A	N/A	N/A	N/A	N/A	N/A

Please add additional rows as required.

Section 8: Good Practice and Recommendations

Examples of good practice:

- Assessment tasks are well-structured and clearly mapped to the learning outcomes and associated assessment criteria.
- Learner work has been clearly presented. All evidence is presented against the relevant learning outcomes and assessment criteria.
- The assessment methods employed are appropriate to the aims of the unit(s) and effectively support learner progression and development..

Recommendations:

Assessment process.

Please ensure that all assessors apply a standardised approach to the assessment process – in particular feedback with reference to the following requirements:

Clear and Constructive

Learners must receive feedback that is directly linked to the assessment criteria and the tasks they have completed.

Supportive and Developmental

Feedback should always balance encouragement with guidance for improvement, structured as:

What went well? – Highlight strengths and explicitly relate them back to the assessment criteria.

Timely and Documented

Feedback must be given promptly after assessment, signed and dated by the assessor.

There must be evidence that the learner has accessed and acknowledged the feedback, e.g., written comments, reflections, or learner signatures with dates

Please refer to the training events that to support providers with the assessment process.

These can be accessed from the Open Awards website.

Internal Quality Assurance (AIV).

As part of the AIV agreement please ensure attendance at the mandatory AIV training, details of which can be accessed through the Open Awards website.

Please ensure that updated IQA/AIV documentation is used moving forward.

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If action(s) have been set, please refer to these via the Action menu in the Open Awards Portal.

Section 9: Provider Risk Rating

The following factors are considered in assessing the provider’s overall risk rating:

Risk rating	General descriptor	Action summary
High Risk	On the basis of available evidence there are major concerns about one or more risk indicators which threaten the integrity of qualifications, provider agreement criteria, regulatory conditions and/or the reputation of Open Awards.	Urgent actions required. Actions are often critical and need to be completed within one month.
Medium Risk	On the basis of available evidence there are concerns about a specific risk indicator(s). Some concern over the integrity of qualifications, provider agreement criteria, regulatory conditions and/or the reputation of Open Awards.	Actions required. Actions are normally given a timescale for completion of one to six months depending on the impact.
Low Risk	On the basis of available evidence there is little or no risk to the integrity of qualifications, provider approval criteria, regulatory conditions and/or the reputation of Open Awards and provider performance is satisfactory or good.	Minor actions or no actions required. Where actions are placed, timescales for completion are normally 3 months or longer.
New provider	Newly approved providers are automatically given a new provider risk rating until a more substantive risk rating can be placed.	The provider follows an improvement action plan with support from Open Awards.

Previous risk rating	New risk rating	Comments:
Low Risk	Low Risk	<p><i>Please note. Provider risk ratings reflect the provider’s registration, assessment, IQA, certification and administration performance. Risk ratings based on this sampling activity may be amended when taking account of wider evidence of the provider’s overall performance.</i></p> <p>Based on the outcome of the EQA review, QASA can confirm that the provider has evidenced all required quality assurance processes and procedures relating to the planning, delivery, assessment, and internal quality assurance (IQA) of the Open Awards qualifications reviewed. The risk rating remains at Low Risk, AIV status maintained.</p>

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Section 10: Declaration

Section 10: Declaration

On behalf of Open Awards, I declare that the information contained within this report is accurate, to the best of my knowledge and based on all available evidence. Any data and personal learner information made available for this review has been stored and managed in line with Open Awards data protection policies and procedures.

Form completed by	Job role	Report date
Maria Karsa	QASA	08/09/2025

QASA verification

Have all quality improvement actions arising from this EQA activity been added to the Provider Improvement Action Plan?		NA
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Form completed by	Job role	Report date
Maria Karsa	QASA	08/09/2025