

Quality Assurance Policy and Strategy

Policy statement

All delivery of courses, workshops, qualifications and programmes of study should be quality assured to the requirements of the Awarding body, funding agency, regulatory body or to our own quality standards.

Quality Assurance background

Definitions:

Quality Assurance: the overall approach to ensure the delivery and assessment of educational delivery meets the appropriate requirements.

Quality Assurance interventions: these are specific interventions to quality assure the tutor delivery, assessment practice, learner experience, administrative processes and regulatory requirements are being met based on a risk basis.

Quality Assurers: this is the central team managing and administering the quality assurance strategy

Verifiers: these are suitably qualified verifiers carrying out specific interventions

It is essential that we have quality assurance systems in place to ensure all our delivery and assessment is valid, authentic, current, sufficient, reliable (VACSR) and meets regulatory compliance requirements. This policy and strategy have been designed to promote quality, consistency and fairness throughout the internal quality assurance activities. Its aim is to ensure that standards of tutoring and assessment are maintained over time and provide guidance to all staff involved in the delivery of programmes.

This document applies to everybody involved in the delivery, assessment, administration, management, quality assurance and moderation of any regulated and non-regulated programmes we deliver. Due to our scale and volume of provision, the internal quality assurance strategy will vary based on the programme, justified by an appropriate rationale. However, we have included our generic policy which is embedded as a starting point across all our programmes.

Responsibilities

The Director - Simon Kirkland is ultimately responsible for quality assurance across the company.

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Liaison with Awarding Bodies and regulatory organisations will be delegated to appropriate managers based on operational needs. The management, implementation and administration will be delegated to appropriate staff in different departments.

The Aim of Quality Assurance

The overall intent of internal quality assurance is to:

- Safeguard the credibility of the qualifications, programmes or standards offered.
- Monitor all teaching, learning and assessment activities that learners and employees undertake.

Quality Assurance Objectives

The objectives below identify the structure of the overall quality assurance strategy.

Assessment

- Provide VALID feedback relevant to what has been assessed.
- Ensure all work is AUTHENTIC, produced solely by the learner and confirmed by the assessor.
- Confirm that the learners' work and assessment records are CURRENT and relevant to the time of assessment.
- Ensure the learners' work is SUFFICIENT by covering all of the necessary requirements and that the assessment records are complete and accurate.
- Maintain RELIABILITY by making sure the assessment process is consistent across learner, time and level.

Tutoring

- Tutors are provided with suitable resources to meet the needs of the delivery.
- Tutors are suitably qualified to deliver the provision.
- Tutors are standardised and given continuous professional development.
- The delivery is in line with the teaching philosophy of Sport Structures.
- The tutor abides by the tutor code of conduct.
- Tutoring is learner-centred and meets the needs of all learners.

Invigilation

- Observation of invigilation practice.

Administration

- The learner information is sent to learners in good time and in a suitable format to meet their needs.
- Learners are provided with resources to support their learning.
- Support is timely to meet agreed timescales.
- Tutors and assessors are supported in meeting their needs.

Learner experience

- Learners are supported to gain benefits from the educational experience.
- Feedback is encouraged and acted upon.

To do the above we will:

- Ensure a Quality Assurance strategy based on an appropriate rationale is in place that gives clarity to the approach to Quality Assurance.
- Ensure each programme has a clear rationale and risk-based sampling plan to maintain the quality of delivery, assessment, and learner experience.
- Utilise the Quality and Governance group of external, independent members as a sounding board.
- Employ tutors, assessors and verifiers that are suitably qualified, experienced and current.
- Verify competence ensuring they are appropriately qualified and experienced, deliver the learning programme and assessment requirements and maintain regular, relevant CPD.
- Communicate regularly with all parties involved e.g., learners, other tutors, assessors or verifiers or members of the QA team.
- Maintain ongoing CPD amongst the QA team including verifiers and the central team.
- Ensure that all quality assurance activities are fair, and ethical whilst embracing equality, diversity and inclusivity ensuring health and safety are continuously monitored throughout the assessment and QA process.

- Continuously encourage and support tutors, assessors and verifiers to reach their maximum potential.
- Maintain accurate records of the teaching, learning, assessment and verifying process.
- Ensure all training and assessment activities are Specific, Measurable, Achievable, Relevant and Timebound.
- Each specific programme to have risk-based provision with appropriate standardisation and ongoing professional development to make sure learning is appropriate, comparable, and consistent decisions are being made by assessors and verifiers.
- Maintain regular communication with Awarding and regulatory bodies to ensure delivery meets the needs of their standards.

Roles and Responsibilities

The following roles exist as part of our Quality Assurance strategy:

Title	Role overview	Sport Structures staff member?
Quality Assurance lead	Has responsibility for our overall performance as a training provider. Oversees quality assurance and leads in Awarding Organisation partnerships	Simon Kirkland, Director
Quality and Training Manager	Coordinates the overall quality assurance strategy and implementation of sampling plans across the apprenticeship programmes. Ensures intervention paperwork is relevant to the needs of the Awarding or regulatory body. Oversees CPD for Apprenticeship tutors, assessors, and verifiers.	Sarina Haddock
Senior Manager Education	Coordinates quality Assurance in coach education delivery and liaison with appropriate Awarding bodies and oversees CPD for Coach education tutors and assessors	Amy Bryant
Club Matters project manager	Oversees the quality assurance of the Club Matters programme including coordinating tutor and verifier CPD	Katherine Percival
Course leads	Coordinate and administer the programmes, communicating with learners and the workforce.	Education Project Officers
Qualification leads	Oversees the curriculum and assessment tasks for a specific programme or qualification	Internal and external experts
Verifiers	Verify and propose Improvements in the quality of delivery across programmes, ensuring high-quality teaching, learning and assessment for all learners.	Internal and external experts
Internal Assessor	Assesses competence of the learner(s) on a particular programme. This can be the tutor.	Appropriately qualified assessors

Independent Assessor	Has not been involved in the delivery of the programme and assesses the competence of the learner(s) in a programme.	Internal and external appropriately qualified experts
Tutor	Provides learners with a programme of learning which will enable them to meet the learning and assessment outcomes of a particular programme.	Appropriately qualified experts
Assessors	Responsible for overseeing the internal or independent assessments.	Appropriately qualified experts
Quality and governance group	Provides independent feedback and proposes improvements to delivery and assessment of Apprenticeship delivery	Four independent members with Skills and experiences from OFSTED, apprenticeship delivery, Sector knowledge

Role of the Verifier

Verifiers are fundamental to quality assurance and should be used to check practice at critical “control points”, such as assessment, tutor delivery, administration, and learner experience. They should undertake the following:

- Carry out verification in line with the sampling plan.
- Observe tutor and assessor performance and provide development feedback.
- Sample assessment records, learners’ work, and assessor decisions.
- Meet with learners and others, for example, witnesses from the workplace.
- Facilitate the standardisation of assessor practice.
- Support tutors and assessors and link their development needs to CPD.

The verifier has no direct involvement in the delivery of the programme or the assessment of the learners unless a safety issue is identified, and the programme needs to be called to a stop.

Verifier Responsibilities before the course (if attending a course)

The verifier must be clear about the intervention(s) they are sampling and ensure they have the appropriate reporting paperwork. In addition, they must ensure that they are aware of all resources associated with the course (i.e. learning programme, delivery guidance etc). We encourage verifiers to liaise with members of our staff to confirm course details i.e. venue or delivery platform, timings etc.

Prior to any visit, the verifier should liaise with the tutor or assessor they are verifying to ensure clarity of what the intervention will cover and the outcomes.

Verifier responsibilities during the course (virtual or face-to-face)

During the visit the verifier must:

- Introduce themselves to learners and the workforce and explain the purpose of their visit.
- Record quality assurance findings by using the templates provided.
- Sample intervention(s) as per the sampling plan.
- Communicate with the external quality assurer to share practice and arrangements (if applicable).
- Seek self-evaluation from the tutor/assessor.
- Give feedback based on the competency framework.
- With the tutor/assessor identify areas of development.

Verifier responsibilities after the course

The verifier must:

- Complete the relevant quality assurance documentation provided and return electronically or by post within **5 working days** to Sport Structures, Suite 8, The Cloisters, 12 George Road, Edgbaston, B15 1NP.
- Liaise with the central Quality Assurance team, either qualification lead or course leader, to ensure effective reporting and any areas of concern are identified to enable action to be taken.
- Liaise with external quality assurance to share findings (if necessary).

Pre-requisites of a Verifier

Verifiers are required to hold or be working towards a recognised internal quality assurance qualification. Examples of recognised quality assurance qualifications include:

- Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- 1st4sport Level 3 Certificate in Internal Verification Practice in Sport (CIVPS).
- V1 Conduct internal quality assurance of the assessment process.
- D34 Internally verify the assessment process.

The verifiers also need to have knowledge of the programme requirements for the programme they are quality assuring and experience of the sport (where applicable).

Quality Assurance Strategy

All programmes are to be internally quality assured across a range of active satellite assessment sites, over a twelve-month period. Generally, all programmes will be quality assured through desk-based or quality assurance visits and ultimately any sampling will be determined based on a clear rationale which will be adjusted based on risk:

Risk is determined by:

- Feedback from internal/external quality assurance reports.
- New workforce members and previous experience.
- New course delivery.
- Those that deliver a high volume of programmes and or work with a high volume of learners.
- Feedback from learners, the workforce, and other stakeholders.
- Location of the programme.
- Complexity and duration of the programme.
- Previous quality assurance actions and compliance with actions.
- Format of delivery (i.e., delivery of learning or assessment using a new or change of format).
- Any other variable that would affect the risk to quality assurance.

The tutor and assessor workforce are given a rating thorough assessment by our staff and partner associates, where applicable.

Red/unacceptable Rating – High Risk

Where tutors/assessors are identified as high risk, a quality assurance visit will take place immediately to determine the cause. A minimum of 75% of learner work will be sampled until the tutor/assessor is downgraded in their risk rating.

Amber/acceptable Rating – Medium Risk

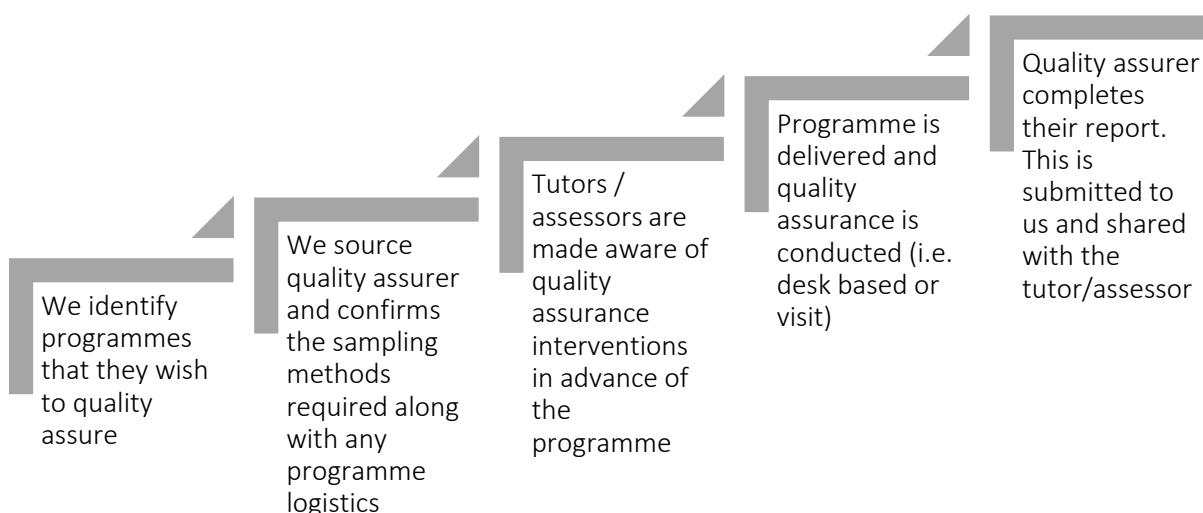
Where tutors/assessors are identified as medium risk, a quality assurance visit will occur once for every 3 programmes or three times a year. 50% of learner work will be quality assured.

Green/excellent Rating – Low Risk

Where tutors/assessors are identified as low risk, 10-25% of learner work will be quality assured and a quality assurance visit will take place once for every 5 programmes or once a year.

We reserve the right to alter these sampling figures on a case-by-case basis if a clear rationale is available. Sampling may also change based on the requirements of awarding bodies or end-point assessment organisations or if any risks are identified. A tutor/assessor can be upgraded or downgraded in their risk rating depending on any risk or information provided, at our discretion.

Process for Verification



Verification Activity

Quality assurance interventions may include:

- Observation of tutoring performance which may include online delivery.
- Observation of assessment practice.
- Desk-based review of learner work this can be hard copy, soft copy or inputs onto online learning.
- Learner interviews (face-to-face or online).
- Complaints from learner or organiser.
- Learner surveys either at the end or part way through the course of a study.
- Course organiser or employer feedback.
- Internal process QA report.

All verification templates are available via the course leads and are reviewed annually to ensure they are fit for purpose. All paperwork is relevant to the programme of study being delivered and the requirements of the Awarding organisation or regulatory body. In addition to the above interventions, some awarding bodies or end-point assessment organisations may require additional interventions to take place. These will be reflected in any sampling for those programmes.

The frequency of quality assurance interventions will be determined by the level of risk assigned to the tutor/assessor. Risks will be assessed and sampling may change based on this for example if video assessment is required then sampling may increase.

For desk-based sampling, a combination of formative and summative quality assurance can take place and sampling will normally cover all units/tasks completed and may duplicate sampling across learners for any units/tasks which have a greater level of importance to the programme. For programmes, it may be identified that one learner is required to be quality assured through the complete learner journey covering all elements of their programme. Ideally, all desk-based quality assurance will include a learner interview, if possible, and where a learner cannot be contacted then another learner may be approached to gain feedback. Tutor observations should be conducted at different points of the learner journey to give a clear indication of competence.

New programmes

- New programmes will be quality assured on the first delivery. Interventions will include those listed above.

New tutors/assessors

- New tutors/assessors will be required to complete an orientation into the programme (led by a member of our staff) to ensure clarity on programme requirements and our policies and procedures.
- New tutors/assessors may be expected to shadow or co-tutor/assess a programme as part of the induction process and this will be at our discretion.
- For new tutors delivering their first programme, a quality assurance visit is required which will include a tutor observation and learner interviews.
- For new assessors assessing their first programme, a quality assurance visit is required which will include direct observation of internal/independent practical assessments and learner interviews.
- New tutors/assessors will then be RAG rated accordingly.

New invigilators

- New invigilator tests must have an invigilator observation completed at their first test and this must be documented. Following this, yearly observations will be conducted as with all other approved invigilators

Standardisation

Standardisation or training events will be conducted for programmes. This will involve policy and procedure updates, training and the sharing of good practices. Standardisation will be related to the nature of the programme of study delivered.

Monitoring/Evaluation

Monitoring and evaluating is an important aspects of the quality assurance policy. All programmes are monitored.

Any quality assurance points identified will be fed back to the relevant workforce and these actions will be monitored until completed. Training, CPD and standardisation will be used to share best practices and key themes identified in the quality assurance process, with further detail included in our Standardisation sessions or tutor updates.

Appeals

There is a systematic appeals process where a learner does not agree with the outcomes of an observation. The process is:

- 1 In the first instance a learner will appeal to the tutor or assessor. The Tutor or assessor will try and resolve the matter.
- 2 If the learner is still wishing to appeal then the Learner will appeal through an email to education@sportstructures.com with the headline "Appeal", detailing the reasons for the disagreement within 10 working days of the issue they wish to appeal about.
- 3 A Director will investigate the details of the appeal.
- 4 The Director will decide if the disagreement is valid and inform the Learner of this within 10 working days of receipt of the appeal. If we decide the appeal is invalid this will be the final part of the appeal within Sport Structures.
- 5 If we decide the appeal is valid we will either change the outcome of the assessment
- 6 This does not negate the learner's appeal to the awarding body.

Specific sampling

We have four key areas of learning delivery:

1. Apprenticeships
2. Coach Education both regulated and non-regulated
3. Volunteer Education
4. Professional workforce accredited and non-accredited delivery

Each of these areas has specific needs that are applied within the overall Quality Assurance strategy framework. These are available to the workforce related to that area.