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QUALITY ASSURANCE POLICY

Be Inspired Training Ltd will strive to continue to raise the standard of delivery by timely, effective and stringent quality assurance practices. This strategy supports this.

This strategy sets out the approach Be Inspired Training Ltd will take across all aspects of internal quality assurance. This strategy aligns the work of the Lead IQA with regard to awarding body requirements and the work of the Head of Quality and Compliance with regard to quality improvement and particularly the quality of teaching learning and assessment.

This strategy sets out Be Inspired Training Ltd' approach to excellence in internal quality assurance and moderation across all areas of programmes it offers. This strategy applies to activity in the workplace and in any other settings that we work within. Accredited qualifications will be subject to the traditional Internal Quality Assurance process and non-accredited programmes will be consistent with the Recognising and Recording Progress and Achievement (RARPA) Cycle, revised 2018.

Accredited Provision - Quality Assurance Activities

Be Inspired has a Lead IQA that will co-ordinate all work with the Awarding Body. In addition is responsible for supporting and development of the Internal Quality Assurers. The Lead IQA is responsible for the implementation and audit of this strategy across all programmes. Internal Quality Assurers are either fully employed or freelance. Be Inspired Training Ltd will ensure that there are always sufficient, competent Internal Quality Assurers/moderators for every programme that is offered at all times.

- Internal Quality Assurers will be expected to undertake several activities as part of their role.
- OTLAs are to be carried out as per the OTLA strategy.
- Close monitoring of the Trainers/Assessors is the responsibility of Head of Operations to ensure that the agreed stages of the learner journey are met.

- Supporting quality of delivery of qualifications and identifying areas of development, which will feed into performance management of the Trainers/Assessors.
- Workplace monitoring visits to be carried out with Trainers/Assessors as required to support, develop and review development plans.
- Interim and final IQA of learners' portfolios

Learner and Line Manager Interviews

These will be conducted at relevant stages throughout the learner journey. The Head of Quality and Compliance will also conduct learner and manager interviews as required by the SFA and co-ordinate.

Observations of Teaching, Learning and Assessment (OTLAs)

Overall responsibility for the OTLA Strategy lies with the Managing Director. The Head of Quality and Compliance and Lead IQA are responsible for implementing and monitoring the strategy and the IQAs are responsible for conducting OTLAs and providing support and coaching to ensure high standards of delivery are achieved and maintained. Each IQA has an approved mentor who will support with the feedback and grading's that are given to the Trainer/Assessors so that this is consistent within each of the areas. Regular moderation of theOTLAs between the quality team will be conducted to share good practice and identify anyareas of improvement for carrying out the OTLAs. Allformal OTLAs will be based on confidentiality, courtesy and objectivity. Staff and Learners willberespected at all times and prejudice and discrimination avoided at all times. Itisimportant that all aspects of the observation process are understood and endorsed by all staff.Please refer to the OTLA Strategy.

Evaluation of Learning Programmes

The Head of Quality and Compliance and Lead IQA are responsible for the development of new programmes.

The Lead IQA and Head of Operations are responsible for writing schemes of work, session plans, and learner journey and learning materials. Evaluation of the effectiveness of procedures and processes will be conducted during the lifetime of the programme to inform changes and improvements that need to be made to ensure the quality of delivery of the programme. Standardisation meetings will be held from any findings when a qualification delivery is to be improved and to share any resources that are made available for the specific programme.

Quality Assurance of Key Learning Processes

During internal quality assurance, Internal Quality Assurers will also be responsible for checking the following:

- Individual Learning Agreements (ILAs) – completion, currency, authenticity, appropriateness, optional units, learning outcomes against starting points.

- Learning environment – health and safety, safeguarding, equality of opportunity, employer involvement and initial / mid and end advice and guidance.

- Milestones – during the interim internal quality assurance process, the Internal Quality Assurer is to check that the learner is progressing according to the milestones set out for the programme and against the targets set by the operations team. The relevant IQA will report immediately to the Lead IQA on any findings / discrepancies and slow progress that is proving to be a disadvantage to the learner meeting their agreed targets.

This will also inform part of the Trainers/Assessors development plan, RAG grading and performance management.

Sampling for Internal Quality Assurance and Moderation

Be Inspired is committed to sampling in order to improve teaching and learning, assessment practice, standardise the assessment process and monitor learner progress. Internal Quality Assurers are responsible for generating and maintaining the sampling plans for all awards and programmes. Each Internal Quality Assurer following CAMERA across all awards will design sampling activities. Learner and employer interviews will be conducted where appropriate to support the sampling. Internal Quality Assurers will work together to standardise best practice in sampling strategy. Wherever possible the sampling plan will evidence when unit certification can be claimed should a learner leave their programme early. Be Inspired sampling plan is based on risk. A minimum of 20% sampling is applied to all qualifications (see below for new qualifications). However, in addition each Internal Quality Assurer will work with their caseload of Trainer/Assessors and will tailor their sampling and support activities around the needs of the Trainer/Assessors. The Lead IQA will monitor this approach through the one-to-one process to ensure that the IQAs are applying the risk based approach fairly and appropriately across the Trainer/Assessors. The observation of teaching and learning strategy will also be integrated into this approach (please refer to the OTLA strategy).

Where any shortfall has been identified the Internal Quality Assurer will decide on the appropriate percentage required for internal quality assurance for sampling, 50%, 100% etc and produce a development plan with agreed timescales to meet the identified skill shortage, this will be reviewed monthly and the internal quality assurance percentage reduced accordingly.

Until direct claim status is awarded all qualifications will be 100% sampled and verified. Once direct claim status has been awarded, units will be identified for sampling following the procedure above in relation to % sampling for each Trainer/Assessor.

Risk Banding of Trainer/Assessors and Internal Quality Assurers

Be Inspired will conduct a series of risk assessments on all Trainers/Assessors and internal quality assurers. The risk banding will be allocated to each based on red indicating high risk, amber medium and green, little or no risk.

- Quality indicators will be used to identify and support risk banding: OTLAs grades for teaching, learning and assessment
- Reduction in the number of referrals from IQA activity and improvements in assessment practices

Risk Banding will also determine the sampling plan to be undertaken for learners with a particular trainer/assessor and IQA.

The results of the risk banding will be used to identify areas for improvement, personal achievements, and monthly one to ones and will form the basis of the company appraisal system.

This risk banding will work in conjunction with the observation of Teaching, Learning and Assessment Strategy.

Appeals Procedure

The appeals procedure conforms to awarding body requirements. Be Inspired Training Ltd appeals procedure is to be followed by all programmes offered.
The appeals procedure will be provided to learners at their induction and IQA's are to check that learners understand it and how to use it during their internal quality assurance activities.

Standardisation

IQA Standardisation 1 day monthly

Trainer/AssessorStandardisation and professional development 1 day monthly

Trainer/Assessorsare expected to complete and record a minimum of 30 hours CPD annually. Atleast6hours must be back to industry in line with competency requirements.

New Staff New Trainer/Assessors to Be Inspired Training Ltd will be subject to a probationary period of 6months and a competency check to determine suitability to deliver each individual qualification. They will attend the robust induction and be allocated a mentor whom they will work closely with over the probation period to ensure that full support and training is given. 100% sampling will be carried out until they are deemed competent by their allocated IQA. Those Trainer/Assessors requiring up-skilling e.g. PTLLS will follow the internal CPD planner timeframe as deemed appropriate. Trainee Trainer/Assessors to Be Inspired Training Ltd in addition to the above will also require their assessment decisions countersigning by an approved training officer. A recognised assessor qualification will also need to be achieved within 6 months of employment. New Internal Quality Assurers will already hold a verification qualification and will be subject to a probationary period of 6 months to ensure their practice is of a high standard. They will participate in a tailored support programme and one to ones. Any Internal Quality Assurers new to the business will receive the same support programme as highlighted above as for new/unqualified training officer. All unqualified or newly qualified Trainer/Assessors will receive support from a nominated mentor and their Internal Quality Assurer. The support programme will comprise; support with continuous professional development, planned induction, probationary review and one to one support, regular communication with their nominated mentor and Internal Quality Assurer, feedback and progress on their own qualification, feedback from learners, employers and performance data.

1Continuous Professional Development

Internal Quality Assurerswill identify training opportunities for Trainer/Assessors as part of their internal quality assurance activities and observations of teaching, learning and assessment. FeedbacktoTrainer/Assessors from interim and final internal quality assurance in addition to targeted support will identify when additional development is needed. All staff will have an individual CPD plan that includes professional development for their job roles.

All Trainer/Assessors and Internal Quality Assurers to provide copies of certificates they hold and subsequently gain to the Lead IQA. The Lead IQA will sample the activity of the Internal Quality Assurers both through observation of practice and checking of internal quality assurance reports. The Lead IQA will ensure that the staff matrix of skills and competencies are up to date and match the requirements of the business.

1Liaison with Awarding Bodies and External Agencies

The Lead IQA is the main contact between Be Inspired Training Ltd and every Awarding Body remotely and at SV visits. The Lead IQA will work closely with the IQA's to ensure registration and certification is accurately applied. Awarding Body updates will be communicated into the business by the Lead IQA and will report to the Internal Quality Assurers actions arising from SV visits, Awarding Body changes and Sector Skills Council updates. The Quality Manager is responsible for gaining accreditation on behalf of Be Inspired Training Ltd for any new qualifications.

Storage of Portfolios and Examination Materials

A portfolio-tracking log is to be used at all times to ensure security of learner portfolios. Following final verification the portfolios are to be stored in secured conditions at Be Inspired Training Ltd' Head Office in preparation for forthcoming SV/EQA activity again using the tracking log. Learner portfolios will be returned following SV/EQA visits to individual Trainer/Assessors via their IQA.

Administration of the Internal Quality Assurance/Moderation System

The Lead IQA will generate the sampling plan for all learners. Internal Quality Assurers/moderators are responsible for identifying the internal quality assurance activities they will undertake against the set dates. The Internal Quality Assurers will record IQA activity using the agreed format. All IQA reports will be forwarded to the Lead IQA for use when sampling and to store the information for future SV/EQA visits. All achievement forms will be forwarded onto the relevant administrator to enable the claim of achievements in a timely manner.

Internal Quality Assurers are responsible for completing all internal quality assurance paperwork and for setting deadlines for assessors to address actions. The Internal Quality Assurers will monitor the deadlines set for assessors and when actions are completed will send paperwork for notification of electronic completion through to their regional administration team.

Internal Audit and Evaluation of the IQA/Moderation Process

The Head of Quality and Compliance will have the role to audit and check that the strategy and associated procedures are being followed to ensure a consistent approach to the strategy in all regions.

Readiness for SV/ EQA visits

Head of Quality and Compliance, the Lead IQA and IQAs will work closely together when preparing for SV visits with the Lead IQA managing the visit.

Portfolio Storage

Following internal quality assurance all controlled assessments should be stored securely at Be Inspired Training Ltd's Head Office until a Standards Verification visit or remote sampling has taken place. To monitor assessment decisions over time, Be Inspired Training Ltd will retain all completed and marked controlled assessments until certificates are received checked and issued to learners.

The following documents are to be retained for a minimum of three years:

- Any internal quality assurance feedback to Trainer/Assessor documents
- Records of internal verification meetings
- Quality assurance feedback forms
- Standards verification feedback reports
- Controlled assessments submitted to the Standards Verifier

Standardisation

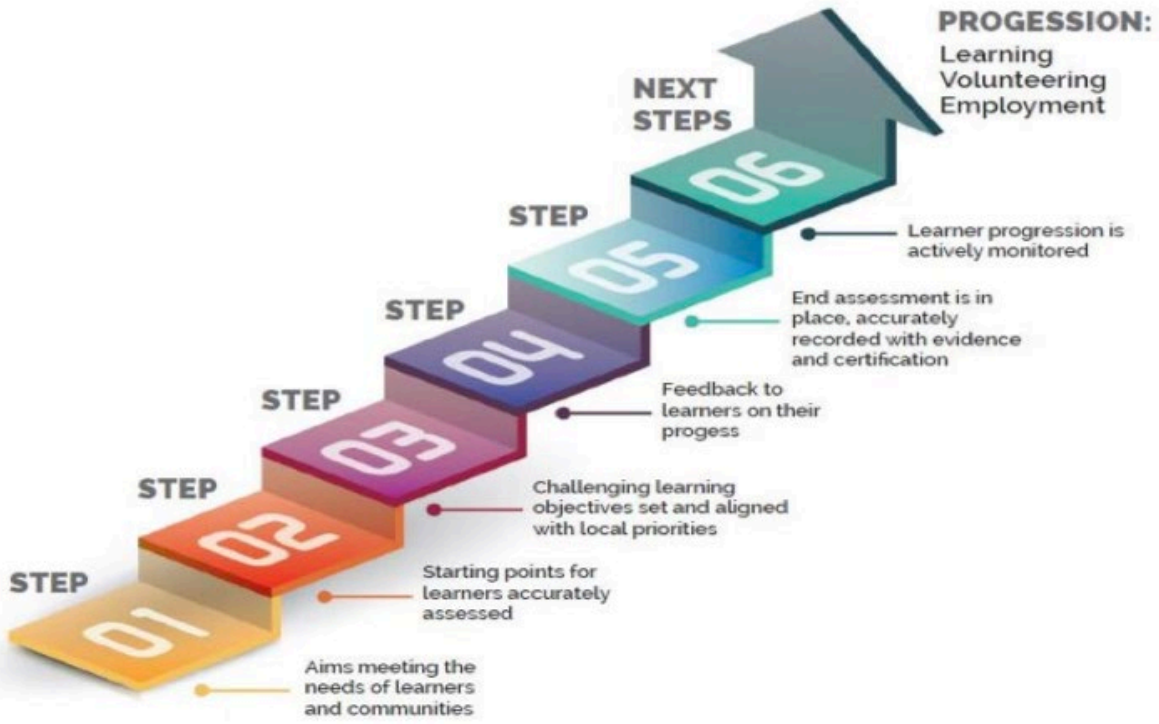
Standardisation activity is to take place when there is more than one Trainer/Assessor delivering and marking the same programme. This should happen prior to any marking or quality assurance-taking place and twice yearly thereafter.

Non-accredited qualifications – RARPA

Be Inspired Training will follow the Recognising and Recording Progress and Achievement as a quality assurance used in public funded non-accredited learning in England.

The Learning and Work Institute published in March 2020, an overview of the six stage process, highlighted below:-

(Learning and Work Institute)




Be Inspired Training Ltd

Step Evidence (not prescriptive)
1.Aims appropriate to an individual or group of learners and local needs. Clearly stated programme aim(s)supportingoutcomesinlinewithlocallearningandskillspriorities. Curriculum planningrecordsinlinewithlocaldeliveryagreementsreflectingbothcommunity and skills needs;marketingandprospectusrecords.Meetingswithkeystakeholders. The aims andobjectivesofthecoursemustbemadecleartothelearner;thecourse information sheetshouldstatewhatthecourseisaboutandwhatlearnerscanprogressonto after the learningprogramme.Evidencewillincludesomeorallofthefollowing:- • Clearly statedlearningaims • Group Learningobjectives • IndividualLearningGoals • Challenginglearningobjectives Identifyhowthiswillberecorded(courseinfosheets/pre-course marketing/SOW/Session plans
2. Starting points. Thisreferstoestablishingandrecordingthelearner'sstartingpointin relation to the courseaims,sometimesknownasinitialassessment.Processesanddetails will dependent ontypeandlengthofcourse. Easily identifiablerecordsoflearners'startingpointsinrelationtocourseaims.Caninclude self-assessment (where learners define their own starting points), as well as practical evidence of priorlearning. 1. Establishthelearner'sstartingpoint;whatdotheyalreadyknow?Whatistheir previousexperience, knowledge orskills ofthe subject?Identify additionalneeds in English and maths. Evidence will include some or all of the following:- • Pre-coursequestionnaireortelephonecall • Identifylearnerstyles • Identifyhowthiswillberecorded(learninglogs/skillscheck/SOW/sessionplans
3. Identification ofappropriately challenginglearningobjectives(initial,re-negotiated, revised) and incorporatinggeneric andindividualobjectives.Recordsofclearlystated suitably challenginglearningobjectivesforallprogrammesandwhereverfeasible identification of individuallearners' objectives,lessonplans,learners'portfolios... The setting of learning objectives forindividualsorgroupsshouldemergefromtheinitial assessment process; theyneed to besufficientlychallengingtoencourageeffortbutnotso challenging that they de-motivate learners. Evidence willincludesomeorallofthefollowing:- • Agreeing targets – group and individual • Setting SMART targets • Revising targets

- Methods of recording (learning plans/SOW/session plans)

Step Evidence(notprescriptive)
4. Formative feedback and recognition of progress during programme. Formative feedback to learners supports thedevelopment of reflection and the setting of challenging learning objectives. Learner self-assessment; tutor records of assessment. Learners' files, journals, diaries, portfolios, photographs, exhibitions and displays, individual or group testimony. Observation of performance, practical demonstration, tests, projects, interviews, professional discussion, case study, showcase. Formative assessment is recognising and recording progress and achievement during a programme. It provides feedback to the learners and tutors alike about the 'distance travelled' and 'value added.' Evidence will include some or all of the following:- • Record the progress of your learners • Show evidence of change to SOW and SP • Make time to provide written and verbal feedback; clear feedback so they can improve their performance • Keep evidence in a course file • Encourage learners to self-assess • Review individual and group progress • Review attendance Identify types of individual learning plans (new ones developed to suit specific programme areas)
5. End-of-programme learner self- As above. **assessment, tutor assessment, review of overall progress and achievement.** This is in relation to learner starting points and on-going learning objectives. Summative assessment is the review of overall progress and achievement at the end of the programme and indicates the 'value added' and 'distance travelled' by learners during a course or programme. Evidence will include some or all of the following:- • Learner self assessment • Learner evaluations • Tutor summative assessment to include written feedback on their assessed work / learning activities (ILPs) • Evidence of achievements in course files Photos/video/CD/online • Written documents

• Audio • Examples of learners work/ products • Witness statements • Discuss progression and next steps • Documenting advice and guidance
6. Next Steps. Supporting learners to make informed choices about their next steps into further learning and work e.g. through appropriate information, advice and guidance (IAG). Evidence of individual and / or group information, advice and /or guidance Providers need to show that they have evaluated the overall learning programme with learners. Supporting learners to make informed choices about their next steps into further learning, volunteering or employment by providing appropriate individual and/or group information, advice and/or guidance tailored to need and desired outcomes. Capturing destination and follow up of students and signposting to appropriate next steps.


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