

Quality Assurance

Policy and Procedure for Quality Assurance of the delivery of Cycle Training

Quality assurance is the foundation of any successful business and our procedures have helped build a robust organisation. Recruitment, Training, Continuing Professional Development (CPD) and Mentoring are crucial for the delivery of a high-quality service that consistently meets the requirements of our clients.

After each session we deliver we ask for feedback from three perspectives, those who have attended the course, the person who booked the course and also the Instructor who delivered the course. Over a short period of time this feedback often highlights areas in which we can:

1. Improve the course in which we are delivering; and
2. Arrange CPD courses to help our instructors deliver the most effective training.

On a quarterly basis we will then fully review our courses and the way in which they are delivered. We then make changes where necessary.

Our freelance instructors then also receive CPD Training. This training is given the most serious of thought. It is not just about having a training provision in our organisation, it is about quality assurance in action and ensures that the practicing professional maintains their professional requirements.

All Quality assurance actions are logged and recorded.

Recruitment

Cycle instructors are employed on a freelance basis. All are subject to Disclosure and Barring Service (DBS) Checks and references. All instructors are to deliver to the National Standards and have passed a nationally accredited instructors course. All newly recruited Instructors who already hold accreditation will go through a period of mentoring to ensure quality tuition.

Training

All instructors are required to be qualified to deliver training at the national standard. For interested parties who are yet to achieve National accreditation, a typical training programme may be as follows:

- Attend first available four-day National Standard Instructor Training Course. Details of where these courses are available as well as potential help with funding can be found by visiting <http://www.dft.gov.uk/bikeability/delivering-bikeability/becoming-a-cycle-instructor/> or <https://www.1st4sportqualifications.com/landing-page/our-qualifications/>
- On completion of training if awarded a provisional pass they must then gain experience of delivering courses and be observed running a full course to include one skills development and one on road session.
- Each new NSIP will be allocated a mentor who is available via phone or email to answer questions and offer support
- If successful at formal observation they can then become fully qualified instructors. If not successful, additional training may be required and the formal observation programme carried out again.
- On-going mentoring programme to identify further training needs.

Additional training

A Basic Cycle Maintenance course is offered to instructors. This course is provided by Cycle Confident Mechanics.

Trainer Standards & Development

Be Confident Group employs a Head of Training and Development to oversee the consistent delivery of our services. Our freelance instructors are trained and mentored to a high level to ensure they understand the exact requirements and delivery techniques required for their roles. Where additional skills are required training is supplied. Our aim is to have the best trained, most knowledgeable and most professional workforce in the industry.

In order to ensure the highest possible standards, all current Instructors should be the subject of Internal Quality Assurance (IQA) at least once per year. Regular IQA allows us to ensure:

- All staff are delivering training to the expected standard
- All staff are kept up to date with changes to the National Standard/Bikeability and Be Confident Group delivery model

IQA Procedure for Cycle Training

Our IQA procedure comprises a structure looking at day to day delivery on the ground, at consistency of approach to QA and recording and audit of our IQA in partnership with the EQA.

On the ground, Senior Instructors observe and mentor an instructor delivering cycle training and assess their contribution to the smooth running of sessions, including time keeping and quality of paperwork etc. Feedback will follow as soon as is practicable after the session. Unless there is a health and safety or child protection issue, the Senior Instructor should play no part in the session, though they may wish to introduce themselves to trainees at the beginning of the session if the subject of the IQA doesn't do this for them.

Duration and timing of IQA

A Senior Instructor should observe as many sessions as required until they feel they have a comprehensive picture of the instructor's abilities. In most cases seeing the delivery of two or three outcomes (particularly if these are from the higher end of L2) and observing the Instructor around the school/training venue should be sufficient, but this is only a general guideline. The Senior Instructor must use his/her discretion, our post course peer support feedback mechanism, feedback from school and other stakeholders informs the Senior instructors inspection schedule.

We therefore target our QA assessment first at those instructors who may require extra scrutiny or who are less experienced. We also select a proportion of QA visits at random to ensure all instructors are aware of the need to continue to deliver to a high standard and have the opportunity to benchmark and refresh their delivery.

Before a IQA session

- Explain what the IQA consists of and what you are there to observe

- Answer any questions and alleviate any worries the Instructor being IQA'd may have.
- Ask the instructor to introduce the Senior Instructor to the trainees and briefly explain their role.

During a IQA session

- The main role of the Senior Instructor during training is to observe the instructor.
- Don't undermine the instructor by intervening in the session however,

The Senior Instructor must intervene and stop the activity where there are direct health and safety implications

- The Senior Instructor should take notes in order to assist developing written feedback and developing action points after the session.
- At the end of the session, the Senior Instructor should deliver feedback as soon as practicable.

Giving feedback

- Overly lengthy feedback immediately after a session can sometimes be counterproductive, so be precise and succinct.
- Ask the following questions: What did they do well? What could they have done better?
- Tell them: What you thought they did well and what you thought they could have done better if not already covered.
- Remember that IQA is a two-way process, so be prepared to discuss your observations in a mutually productive way and make sure your knowledge of the NS and Be Confident Group delivery model is current.
- Remember also that this assessment is based upon Be Confident Group Interpretation of National Standard Instructor outcomes.

After an IQA session

- Write/type up the IQA form. Any outstanding issues on the instructor's performance should be included in the Senior Instructor feedback.
- Give the Instructor a copy of the IQA feedback form. Develop action points between you that you feel the instructor needs to work towards, and what you want addressed by the next IQA session.
- Instructor should go away with clear and achievable aims and a timescale in which these are to be met.

IQA Form

The IQA form provides guidance and a framework from which the Senior Instructor can follow. All forms must be given to the Training Manager within 7 days of the IQA session taking place, and will be uploaded to each individual's page on ADM.

In addition, we also use experienced trainers to help develop and mentor less experienced instructors. This peer to peer mentoring is an important aspect of our business and helps to ensure consistent service delivery. These mentored sessions are all recorded through our CCOMS website and reports are shared between management and trainers to ensure action points are clear and transparent.

Policy and Procedure for Quality Assurance of the Recognised Delivery Centre

Be Confident Group RDC is responsible for ensuring that arrangements are in place to quality assure the assessment of qualifications. The objective of these arrangements is therefore to ensure that all assessment is fair, consistent and meets 1st4sport Qualifications and national requirements.

The Head of Centre, Michael Corden is responsible for ensuring that this policy is published, implemented and accessible to all personnel and any relevant third parties. The Head of Centre will also ensure that all personnel have read and understood this policy and that any amendments to the policy are communicated to relevant parties.

This policy ensures quality, consistency and fairness throughout the assessment and internal verification activities are a key focus for our business quality. It aims to ensure that standards of assessment are maintained consistently over time.

Definitions

- Assessment is the measurement or evaluation of learners' knowledge and understanding skills, attitudes and values, against explicitly stated criteria for success.
- Internal Quality Assurance is the process whereby the RDC undertakes a cyclical process for continual improvement by gathering evidence of the quality of a learner's journey through their qualification and processing by the RDC.
- External quality assurance is undertaken by the awarding body to ensure continued quality and compliance by the RDC to maintain recognised status.

RDC IQA structure

Be Confident group has trained a team of IQAs. We currently have one lead IQA who meets with RDC team to discuss and review quality assurance progress and track actions for continual improvement.

All IQA visits are recorded centrally on Trello and are driven by tutor/ assessors individual risk ratings and IQA interventions are scheduled accordingly. Details of units sampled, setting, feedback are recorded in event folders for IQA, Head of centre and EQA reference.

Assessment

Throughout the learner journey assessments will be undertaken by the tutor and assessor and feedback shared with learners so they understand their achievements and strengths balanced with specific feedback on elements that might require focus or improvement. Assessments will be both formative and summative and tutors will give both verbal and written feedback through the learner journey. At specific points through the learner journey tutors or assessors may feel they need to 'refer' a learner if they have not made sufficient progress or demonstrated the assessment criteria required to award a 'pass'.

RDC Internal Quality Assurance Aims

- to ensure the effective management of assessment.
- to ensure the consistency and validity of internal quality assurance processes.
- to ensure the effective support for assessment and quality assurance personnel.
- to ensure the quality assurance of the outcomes of assessment in-line with awarding organisation and national requirements.

RDC Internal Quality Assurance Objectives

The objectives of internal quality assurance fulfil a variety of quality assurance considerations. The list below outlines internal quality assurance objectives, which ensure that Be Confident Group:

- operates from this established quality assurance policy and related procedures which are consistently reviewed where required in accordance with generic quality control arrangements.
- ensures an effective induction is provided for all members of the assessment and quality assurance teams, as required.
- ensures effective appraisal and continued professional development for all members of the assessment and quality assurance teams to include a new approach from Sept 2021 of 360 appraisals.
- ensures that the assessment and quality assurance teams understand and are able to follow and advise on all centre policies and procedures.
- ensures equality and diversity is embedded throughout the internal quality assurance and assessment activities.
- ensures quality via accurate and effective assessment of all learners.
- monitor and ensure consistency of assessment outcomes via appropriate interpretation of 1st4sport Qualification's specific qualifications and/or national requirements.
- reviews and evaluates the quality and consistency of assessment at different stages of the assessment process.
- maintain accurate and current records of internal quality assurance.
- standardise all components of the assessment where appropriate.
- carry out continuous improvement activities to ensure all corrective actions and best practice guidelines requested by awarding organisations and their moderation staff (including external quality assurers) are complied with direct observation

IQA Procedure for RDC

Each tutor/assessor has an annual cycle of IQA interventions/sampling plan depending on their experience and length of delivery of each qualification they deliver. Each has a password secured Trello card which holds an overview of the IQA activity for each tutor each year.

IQA activity may be in the form of but not limited to:

Direct Observation, Direct Observation of Practical Assessment, Desk based or any combination of these. Further to this IQA's will seek information from work products, assessments and feedback, learner interviews and tutor and assessor feedback.

Prior to any IQA activity the IQA will contact the tutor or assessor (L3DCTI, L2AICT, L2ACICTRPL) and share the sampling plan set out for the event to outline what IQA activity will take place for this event (course). This may take place in some cases over a

number of months as and when learner submissions and practical assessments take place.

If a direct observation takes place (course based or practical assessment) the IQA will give face to face feedback as soon as possible following the observation. A time for feedback will be agreed between the tutor/assessor and the IQA when planning the observation. Verbal or face to face feedback will be given for any desk based IQA activity and again this will be agreed between the tutor/assessor and the IQA when the sampling plan is shared for the course.

Tutors and assessor are encouraged to give feedback throughout the quality assurance cycle and all written feedback and actions are shared with tutors and assessors by the IQA conducting the IQA activity.

Tutors, Assessors and IQA staff are required to complete an RDC incident form for any event which may impact the quality of the RDC. This form is for internal use only https://docs.google.com/forms/d/e/1FAIpQLSe2dtNsi7qRKzLgGAJ0mhCiELpjPU6Y1p2N8ouCnm6dbaRlpw/viewform?usp=sf_link (this is also shared with tutors vis G-Suite)

Tutors should follow emergency procedures and safeguarding policy for any other type of incident which they are required to report to the designated person.



David Showell Director

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